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ABSTRACT

A plan to elevate Tuskegee Institute's Department of Business to a School of Business was developed. The study population included deans of four four-year institutions that had accredited schools of business. Twenty major issues and research questions were addressed, including: (1) whether the objectives of the business unit were clearly stated in the school catalog and other literature; (2) whether the admission standards of the business unit compare favorably to those of the university or college as a whole; (3) the size of the business faculty (full-time-teaching-equivalent); and (4) the ranks held by the full-time faculty members. Differences between Tuskegee Institute's Department of Business and the four accredited schools included: size and rank of the business faculty, educational level of the faculty members, number of faculty members per category of classroom teaching hours per week, faculty academic-year contract salary, and library collections. Fifteen recommendations for the change from department to school are provided that cover such concerns as admissions policies, retention standards, faculty size, and faculty qualifications. Appended materials include the study questionnaire on business education and statistical research findings. (SW)

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ED247853

A PLAN FOR THE ELEVATION OF THE DEPARTMENT OF BUSINESS AT TUSKEGEE INSTITUTE TO A SCHOOL OF BUSINESS

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Jimmie King, Jr.

A Major Applied Research Project
Presented in Partial Fulfillment of the Requirements
for the Degree of

DOCTOR OF EDUCATION

NOVA UNIVERSITY

1981

HE 013 534

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Abstract of a Major Applied Research Project
Presented to Nova University
in Partial Fulfillment of the Requirements for the Degree of
Doctor of Education

A PLAN FOR THE ELEVATION OF THE DEPARTMENT OF BUSINESS AT TUSKEGEE INSTITUTE TO A SCHOOL OF BUSINESS

by

Jimmie King, Jr.

April, 1981

The Board of Trustees of Tuskegee Institute at its April, 1979 meeting approved the recommendation of the President of Tuskegee Institute to elevate the Department of Business to "school status."

Realizing that there is no prescribed procedure nor criteria by which an institution's departmental academic unit would know precisely how it would move from the department to school status, the purpose of this Major Applied Research Project (MARP) was to develop a plan which will be used as a guide to elevate the Department of Business at Tuskegee Institute to a School of Business.

The major issues and basic research questions were:

1. Are the objectives of the business unit clearly stated in the school catalog and other literature?
2. Do the admission standards of the business unit compare favorably to those of the university or college as a whole?
3. What is the size of the business faculty (full-time-teaching equivalent--FTE)?
4. What ranks are held by the full-time faculty members?

01 4

5. What is the highest degree earned, certificates held, and the relevant business experience of the full-time faculty members?

6. What are the academic year base salaries of the full-time faculty members?

7. What are the classroom teaching hours per week of full-time faculty members?

8. Does the business unit have adequate technical, secretarial, and clerical personnel?

9. What are the total numbers of hours required in the baccalaureate program?

10. What percentage of the total number of hours required are devoted to studies in business administration and economics?

11. What is the total number of hours reserved exclusively for undergraduate students to satisfy the common body of knowledge?

12. Are the business students exposed to the international dimension of business through one or more elements of the curriculum?

13. What was the average amount disbursed per faculty member to attend professional meetings for the academic year 1979-80?

14. What was the estimated number of bound volumes in the business education collection for the academic year 1979-80?

15. What kinds of computer facilities are available for faculty and student use?

16. Are there offices provided with sufficient space and privacy to carry out the faculty's responsibilities?

17. Are general and specific purpose classrooms appropriate in size and design to the courses offered?

18. Are there equipment and other appropriate facilities available for specialized activities either in course work or research?

19. Is the budget of the business unit sufficient to support acceptable objectives?

20. How many learning approaches and/or technologies were introduced in your academic unit during the 1979-80 academic year? Were these new learning approaches widely disseminated?

The population for the study included the deans of four 4-year institutions with existing schools of business which are members of and are accredited by the American Assembly of Collegiate Schools of Business.

The research methodology employed was labeled as descriptive and as developmental. The data was collected by questionnaire, by reviewing the catalogs of the institutions included in the study, and by personal in-depth interviews of the deans of the schools of business included in the study.

The analysis of the data includes a pictorial comparison of different variables in the study between the Department of Business at Tuskegee Institute and the other institutions used in the study. Nonparametric statistical methods were used to calculate correlations. These nonparametric methods were rank correlation coefficients, Kendall's Tau correlation, and Kruskal-Wallis tests of significance. A prediction equation was established to estimate or predict the success factor(s) of a school of business. The Department of Business at Tuskegee Institute was compared with this equation to test the goodness of fit (or lack of it) and to suggest possible steps to be taken in order to elevate the Department of Business to a School of Business.

Seventeen variables were used in the study. Each variable was analyzed separately after which the overall relationship is shown.

The data were interpreted in terms of each variable and a conclusion was drawn regarding it.

Significant differences in several instances were found to exist between the Department of Business at Tuskegee Institute and the four accredited schools in the study. Prominent among these were:

1. Size and rank of the faculty members;
2. Educational level of the faculty members;
3. Number of faculty members per category of classroom teaching hours per week;
4. Academic year (9 - 10 months) contract salary of faculty members;
5. Library facilities as measured by the number of found volumes contained in the library's business collection.

The study includes fifteen recommendations which, if implemented, would lead to the elevation of the Department of Business to a School of Business.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ii

ABSTRACT iii

LIST OF TABLES viii

LIST OF GRAPHS x

Chapter

I. INTRODUCTION 1

II. REVIEW OF RELATED LITERATURE 12

III. PROCEDURES AND METHODOLOGY 21

IV. PRESENTATION OF RESULTS 26

V. INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS . . . 45

BIBLIOGRAPHY 59

APPENDIX 62

BIOGRAPHICAL SKETCH 104

SIGNATURE PAGE 105

800 8

LIST OF TABLES

TABLE		PAGE
1	STANDARDS FOR ADMISSION TO THE UNDERGRADUATE BUSINESS PROGRAM DIFFERENT FROM THOSE FOR ADMISSIONS TO PROGRAMS IN OTHER DISCIPLINES	66
2	AGREEMENT WITH OTHER INSTITUTIONS IDENTIFYING COURSES FOR TRANSFER PURPOSES	67
3	STANDARD FOR RETENTION IN THE BUSINESS PROGRAM DIFFERENT FROM THOSE FOR RETENTION IN THREE DISCIPLINES	68
4a	SIZE AND RANKS OF FACULTY FULL TIME TEACHING EQUIVALENTS (FULL TIME/PART TIME COMBINED)	69
4b	SIZE AND RANKS OF FACULTY FULL TIME TEACHING EQUIVALENTS (FULL TIME/PART TIME COMBINED)	70
5a	RELEVANT BUSINESS EXPERIENCE OF SIX MONTHS OR MORE OF FULL TIME FACULTY DURING THE LAST FIVE YEARS (AS AN EMPLOYEE AND CONSULTANT COMBINED)	71
5b	RELEVANT BUSINESS EXPERIENCE OF SIX MONTHS OR MORE OF FULL TIME FACULTY DURING THE LAST FIVE YEARS (AS AN EMPLOYEE AND CONSULTANT COMBINED)	72
6a	EDUCATIONAL LEVEL OF THE FACULTY MEMBERS FULL TIME TEACHING EQUIVALENTS (FULL TIME AND PART TIME COMBINED)	73
6b	EDUCATIONAL LEVEL OF THE FACULTY MEMBERS FULL TIME TEACHING EQUIVALENTS (FULL TIME AND PART TIME COMBINED)	74
7	PROFESSIONAL CERTIFICATION OF THE FACULTY MEMBERS (FULL TIME AND PART TIME FACULTY MEMBERS COMBINED)	75
8	LEVEL OF BUSINESS PROGRAM	76
9a	NUMBER OF STUDENTS ENROLLED IN THE UNDERGRADUATE BUSINESS PROGRAM AT THE BEGINNING OF THE 1979-80 ACADEMIC YEAR (FULL TIME/PART TIME STUDENTS COMBINED)	77

TABLE		PAGE
9b	NUMBER OF STUDENTS ENROLLED IN THE UNDERGRADUATE BUSINESS PROGRAM AT THE BEGINNING OF THE 1979-80 ACADEMIC YEAR (FULL TIME/PART TIME STUDENTS COMBINED)	78
10a	NUMBER OF CREDIT HOURS TAUGHT IN THE DIFFERENT DISCIPLINES OF THE BUSINESS UNDERGRADUATE PROGRAMS DURING 1979-80 ACADEMIC YEAR (SEMESTER HOURS INCLUDING SUMMER SCHOOLS)	79
10b	NUMBER OF CREDIT HOURS TAUGHT IN THE DIFFERENT DISCIPLINES OF THE BUSINESS UNDERGRADUATE PROGRAMS DURING 1979-80 ACADEMIC YEAR (SEMESTER HOURS INCLUDING SUMMER SCHOOLS)	80
11a	NUMBER OF HOURS REQUIRED FOR UNDERGRADUATE BUSINESS STUDENTS FOR GRADUATION	81
11b	NUMBER OF HOURS REQUIRED FOR UNDERGRADUATE BUSINESS STUDENTS FOR GRADUATION	82
12a	NUMBER OF FACULTY MEMBERS PER CATEGORY OF CLASS ROOM TEACHING HOURS PER WEEK	83
12b	NUMBER OF FACULTY MEMBERS PER CATEGORY OF CLASS ROOM TEACHING HOURS PER WEEK	84
13	AVERAGE AMOUNT DISBURSED (FROM ALL SOURCES) PER FACULTY MEMBER TO ATTEND PROFESSIONAL MEETINGS DURING THE 1979-80 ACADEMIC YEAR	85
14a	ACADEMIC YEAR SALARY (9-10 MONTHS) CONTRACT SALARY OF THE FULL TIME BUSINESS FACULTY	86
14b	ACADEMIC YEAR SALARY (9-10 MONTHS) CONTRACT SALARY OF THE FULL TIME BUSINESS FACULTY	87
15	AVAILABILITY OF COMPUTER FACILITIES FOR USE BY STUDENTS AND FACULTY IN THE BUSINESS UNIT	88
16	USES OF THE COMPUTER BY STUDENTS AND THE AVAILABILITY OF THE SOFTWARE	89
17	TOTAL NUMBER OF BOUND VOLUMES CONTAINED IN LIBRARY'S BUSINESS COLLECTION	90
18	SUMMARY STATISTICS	91

LIST OF GRAPHS

GRAPH		PAGE
1	SIZE AND RANKS OF FACULTY FULL TIME TEACHING EQUIVALENTS (FULL TIME/PART TIME COMBINED)	94
2	RELEVANT BUSINESS EXPERIENCE OF SIX MONTHS OR MORE OF FULL TIME FACULTY DURING THE LAST FIVE YEARS (AS AN EMPLOYEE AND CONSULTANT COMBINED)	95
3	EDUCATIONAL LEVEL OF THE FACULTY MEMBERS FULL TIME TEACHING EQUIVALENTS (FULL TIME AND PART TIME COMBINED)	96
4	NUMBER OF STUDENTS ENROLLED IN THE GRADUATE BUSINESS PROGRAM AT THE BEGINNING OF THE 1979-80 ACADEMIC YEAR (FULL TIME/PART TIME STUDENTS COMBINED)	97
5	NUMBER OF CREDIT HOURS TAUGHT IN THE DIFFERENT DISCIPLINES OF THE BUSINESS UNDERGRADUATE PROGRAMS DURING 1979-80 ACADEMIC YEAR (SEMESTER HOURS INCLUDING SUMMER SCHOOLS)	98
6	NUMBER OF HOURS REQUIRED FOR UNDERGRADUATE BUSINESS STUDENTS FOR GRADUATION	99
7	NUMBER OF FACULTY MEMBERS PER CATEGORY OF CLASS ROOM TEACHING HOURS PER WEEK	100
8	ACADEMIC YEAR SALARY (9-10 MONTHS) CONTRACT SALARY OF THE FULL TIME BUSINESS FACULTY	101

Chapter I

INTRODUCTION

For nearly a century, Tuskegee Institute has prepared youth for high achievement and significant service in the highest public interest. As a private, multi-discipline, coeducational center of collegiate and graduate excellence, Tuskegee is well recognized for its capability to translate its comprehensive programs (professional, scientific, technological, research, and outreach) into practical applications which respond to societal needs.

One of the ways that the Institute has maintained its vitality and service to its people and the nation has been the planned development and altering of programs to meet society's needs. The Department of Business is a case in point. In the mid-thirties, Tuskegee Institute introduced a curriculum for training students in business. The program was continued until 1942, when several factors led to the decision to discontinue it. At the time, there was a dearth of career opportunities for Black people and other minorities graduating in business; this made the program less attractive than those showing greater employment opportunities. In 1960, however, Tuskegee Institute was aware that societal changes in the United States would lead to greatly expanded opportunities for well educated minorities in the years ahead, and a study was undertaken which resulted in the decision to re-establish the Department of Business.

By 1963, the enrollment of business students was 32. By 1972, it had reached 400. In the fall semester of 1980, the Department enrollment

numbered 505 students in three distinct areas of concentration: (1) Accounting, (2) Business Administration, and (3) Management Science. The Department, in cooperation with the Chase Manhattan Bank, now offers a minor concentration in Finance with an emphasis in Banking.

The Business Program is now firmly established as one of the major departments in the School of Applied Sciences with an enrollment of majors higher than that of any other program at Tuskegee Institute.

Because of this phenomenal growth coupled with the interest and demand of students, the Board of Trustees, at its April, 1979 meeting approved the President's recommendation to elevate the Department of Business to "school" status. Explorations into the feasibility of this change revealed that enrollment in the Department increases steadily, and that there is a stable market for blacks in the business world, as well as a number of opportunities for fellowships for minorities to study toward the M.B.A. and other degrees in business.

BACKGROUND AND SIGNIFICANCE

The study of business has become the most popular major in most institutions of higher education. Deans and department heads concur in that there is evidence of increased enrollment and curriculum expansion and innovation in their business programs.

Dean Malcolm at California State University, Los Angeles, states that in 1979, enrollment in his school of business was up five percent over 1978 and in 1979 the business school enrollment represented 18 percent of total university enrollment, a 30 percent jump from 14 percent of total

university enrollment five years ago.[1] Dean Malcolm also states that, "The School as well as the University campus-wide has experienced a tremendous increase in minority enrollment over the past few years, and minority enrollment now accounts for more than half the total student population."[2]

Program innovation and a renewed interest in business as a career has contributed to the increased number of students embarking upon a study of business.

In an effort to ensure that business students gain an understanding of society and its institutions, The College of Business Administration at Oklahoma State University requires study in the behavioral and social sciences, communications, humanities, fine arts, natural sciences and mathematics.

Courses in the College of Business Administration at Oklahoma State University take a variety of forms--"lectures, seminars, workshops, and discussion groups." "Some of the most innovative courses are conducted by both academic and professional businessmen, such as the Trust and Estate Management class team--taught by trust officers from the Oklahoma Bankers Association and Oklahoma State University professors."[3]

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[1] Malcolm, Donald G., 1979 Report--School of Business and Economics, California State University, Los Angeles, CA, p. 1.

[2] Ibid, p. 1.

[3] College of Business Administration, Oklahoma State University, Annual Report 1977-78, p. 5.

The dean and the faculty at Oklahoma State University feel that this approach and well-rounded program of study have led to an increased number of students.

> In 1973, College of Business Administration students comprised not quite 16 percent of total university enrollment. Today, they represent 18.5 percent. Total undergraduate enrollment in the College of Business Administration has risen 37.6 percent over the last five years.[4]

A dean of another major school of business reported that his school had grown from approximately 100 majors in four areas of specialization in 1949, to 5,000, 3,800 undergraduates in fourteen areas of specialization and 1,200 students in various graduate programs. He reported that his graduate program had nearly tripled since 1971, with the most rapid rise occuring in the last two years.

Dr. Norma Givens, Chairperson of the Division of Business, Fort Valley State College, reported that the enrollment in the division has increased from 405 in the 1975-76 academic year to 506 in the 1979-80 academic year; an increase of 80 percent. Dr. Givens noted that this increase in enrollment in great measure can be attributed to the new opportunities available to minority business administration graduates.

The National Center for Education Statistics reports that the demand for undergraduate and graduate business education is predicted to continue through the 1980's.[5] As this growth continues, and as there is an increase in size and status of number of academic units offering degree concentra-

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[4]Ibid, p. 5.

[5]U.S. Department of Health, Education and Welfare, National Center for Education Statistics, "Projections of Education Statistics to 1986-87," Washington, D.C., 1978.

tions in the field of business, the next movement or progression is toward school status.

Tuskegee Institute is now strategically situated to make a major educational breakthrough in establishing a School of Business. Over the past 17 years, a program has been carefully developed in the Department of Business. In his report to the Board of Trustees, the president of the Institute pointed out that a fine nucleus faculty is in place.

> Excellent cooperation and support have been secured from the business community. The major corporations of America today seek our Business Department graduates. The present Department--the fastest growing in the Institute--serves approximately 500 students.[6]

The problems that are encountered when a department moves to professional school status are varied. One of the major problems encountered is the selection and retention of a high quality faculty. As pointed out earlier in this study, The Board of Trustees approved this change of status April, 1979, but despite intensive recruitment, a dean for the proposed school of business has not been identified. The scarcity of highly trained business professionals, especially those holding the terminal degree, will pose a problem for adequate faculty staffing.

An organizational structure for the school must be defined. This means that the Department of Business now with three major concentrations must expand to include separate departments for each major area of specialization. This will, of course, require not only additional faculty and staff support, but curriculum modification and expansion, increased library and library services, and, most importantly, financial

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[6]Foster, Luther H., "Tuskegee Institute: A Proposal For Comprehensive Development of The Business Program," 1979.

resources and facilities sufficient to support acceptable objectives for a school of business

Professional accreditation is a major goal of most schools of business. The School of Business at Tuskegee Institute will not be an exception. The American Assembly of Collegiate Schools of Business (AACSB), a general not-for-profit corporation comprised of member organizations and institutions devoted to the promotion and improvement of higher education for business administration and management, first set minimum standards for membership in 1919. The AACSB is recognized by the Council of Postsecondary Education, U.S. Department of Education, as the sole accrediting agency for baccalaureate and masters degree programs in business administration.[7]

To date, only three predominantly black undergraduate Schools of Business have met the standards for accreditation. These are: Texas Southern University at Houston, Texas, Howard University, Washington, D.C., and North Carolina Agricultural and Technical College, Greensboro, North Carolina. Atlanta University, Atlanta, Georgia, a predominantly black graduate School of Business, is fully accredited by the AACSB.

"Of more than 1,100 colleges and universities in the nation which grant degrees in business and management, less than 25 percent are accredited for the undergraduate and graduate degree program."[8] The accreditation process is yet another problem the School of Business at Tuskegee Institute must face.

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[7] Accreditation Council: Policies, Procedures, and Standards, 1980-81, AACSB, St. Louis, Missouri, p. 1.

[8] Malcolm, op. cit., p. 2.

The significance of this MARP is that it develops a plan which will be a direct help to Tuskegee Institute as it continues its efforts to elevate the existing Department of Business to full status as a School of Business. There is further significance of this study in that it has potential use for other departments, divisions, or academic units of business desiring to progress to school status.

RESEARCH QUESTIONS

A variety of issues and questions need to be addressed before the department of Business at Tuskegee Institute can effectively move to a School of Business. As pointed out earlier, the Board of Trustees authorized this move in 1979, but the transition has yet to be made because of the many issues that must be dealt with in the process.

For the purpose of identifying the major issues to be addressed in this study, the accreditation standards of the American Assembly of Collegiate Schools of Business were used to provide the framework. Within this framework, the following major issues or research questions were considered:

OBJECTIVES

"The primary objectives of the school shall be in education for business administration."[9]

1. Are the objectives of the business unit clearly stated in the school catalog and other literature?

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[9] Accreditation Council: Policies, Procedures, and Standards, Op. cit., p. 30.

ADMISSION

"Admission Policy at the baccalaureate level should be clearly stated with respect to both students entering from high school and transfer students."[10]

2. Do the admission standards of the business unit compare favorably to those of the university or college as a whole?

PERSONNEL

Educators and others having an interest in business education are often concerned about the nature of the faculty. Some of the questions that often arise and to which this study addresses are:

3. What is the size of the business faculty (full-time-teaching equivalent--FTE)?
4. What ranks are held by the full-time faculty members?
5. What is the highest degree earned, certificates held, and the relevant business experience of the full-time faculty members?
6. What are the academic year base salaries of the full-time faculty members?
7. What are the classroom teaching hours per week of full-time faculty members?

> In order to operate effectively, the academic faculty requires a staff of support and service personnel commensurate with the stated objectives of the school.[11]

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[10] Ibid, p. 32.

[11] Ibid, p. 30.

8. Does the business unit have adequate technical, secretarial, and clerical personnel?

CURRICULUM

> The purpose of the curriculum shall be to provide for a broad education preparing the student for imaginative and responsible citizenship and leadership roles in business and society--domestic and worldwide. The curriculum shall be responsive to social, economic, and technological developments and shall reflect the application of evolving knowledge in economics and the behavioral and quantitative sciences.[12]

9. What are the total number of hours required in the baccalaureate program?

10. What percentage of the total number of hours required are devoted to studies in business administration and economic

11. What is the total number of hours reserved exclusively for undergraduate students to satisfy the common body of knowledge?

12. Are the business students exposed to the international dimension of business through one or more elements of the curriculum?

> A qualified faculty that possesses a deep interest in teaching is of paramount importance for effective education. Although less significant, selected types of auxiliary support can also contribute to a well-rounded educational effort. Examples of such support include opportunities and facilities for faculty development and research, library resources and library services, and computer facilities.[13]

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[12] Ibid, p. 32.

[13] Accounting, Education, A Statistical Survey, 1977-78, American Institute of Certified Public Accountants, New York, New York, p. 24.

13. What was the average amount disbursed per faculty member to attend professional meetings for the academic year 1979-80?
14. What was the estimated number of bound volumes in business education collections for the academic year 1979-80?
15. What kind of computer facilities are available for faculty and student use?

FINANCIAL RESOURCES AND FACILITIES

> The budget shall be sufficient to support acceptable objectives. The physical facilities, including buildings, equipment, and library should be suitable to serve the stated objectives of the school.[14]

16. Are there offices provided with sufficient space and privacy to carry out the faculty's responsibilities?
17. Are general and specific purpose classrooms appropriate in size and design to the courses offered?
18. Are there equipment and other appropriate facilities available for specialized activities either in course work or research?
19. Is the budget of the business unit sufficient to support acceptable objectives?

EDUCATIONAL INNOVATION AND TECHNOLOGY

Schools shall examine contemporary learning approaches and technologies and adapt them, as may be appropriate, to serve their educational

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[14] Accreditation Council: Policies, Procedures, and Standards, Op. cit., p. 38.

objectives. Schools are encouraged to develop and test new learning approaches and technologies to disseminate their results.[15]

20. How many innovative learning approaches and/or technologies were introduced in your academic unit during the 1979-80 academic year? Were these new learning approaches widely disseminated?

Inasmuch as the Department of Business has not achieved school status, nor does it enjoy professional accreditation, the standard on Maintenance of Accreditation was not an issue or question raised in this study.

LIMITATIONS

This study was limited to an examination of the major elements considered necessary in order to progress from departmental or divisional status in the general area of business administration to that of a school or college of business. It is limited to describing what exists at four institutions with business units which have achieved school status and are accredited by the American Assembly of Collegiate Schools of Business. The study is delimited in that it makes no effort to rank, prioritize, or otherwise evaluate qualitatively the institutions being studied.

The study is further limited in that the plan is being developed only for Tuskegee Institute in the State of Alabama and in accordance with statutory regulations which have been promulgated for that state.

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[15] Accreditation Council: Policies, Procedures, and Standards, Ibid, p. 38.

Chapter II

REVIEW OF RELATED LITERATURE

Business education has experienced tremendous gain and popularity as a discipline in higher education. Wheeler points out that business schools and departments are booming. According to Wheeler and Hunger, enrollment figures and admission requests have increased greatly over the past decade.[16] In their opinion, the demand for undergraduate and graduate business education is predicted to continue through the 1980's.[17]

"Although MBA programs have been growing steadily, it should be noted that the number of bachelor's degrees conferred in business have increased 24.2% from 1971 to 1976."[18]

Ellsworth Steele, Associate Dean of the School of Business at Auburn University, attributes the increased enrollment and demand for business education in the Southeast to the growth of industry in the region.

> To meet the increasing needs of employers in the Southeast for graduates trained in the various business disciplines, the colleges and universities have been making strenuous efforts to enlarge and improve their business programs. Today, students are being educated for business careers in approximately 25 four-year colleges and 25 junior colleges in Alabama.
>
> Examination of changes in enrollment at specific colleges reveals several important trends. Programs for business have spread throughout the state so that no longer are a majority of the students concentrated at Tuscaloosa and Auburn. The marked increases in enrollment

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[16] Hunger, David J., Wheeler, Thomas, "A Performance Appraisal of Undergraduate Business Education," Human Resource Management, Volume XIX, Number 1, Spring, 1980.

[17] Ibid.

[18] Ibid.

> at Alabama A & M, Alabama State, and Tuskegee Institute suggest that black students are developing a significantly greater interest in business than they have had in the past, possibly in response to broadening opportunities.[19]

The following figures released by the National Center for Education Statistics are further indicators of the increase in the number of institutions granting degrees in business and management:

NUMBER OF INSTITUTIONS GRANTING DEGREES IN BUSINESS & MANAGEMENT[20]

Year	UG	Masters	Total
73-74	1,057	389	1,079
74-75	1,099	412	1,104
75-76	1,136	428	1,156
76-77	1,156	463	1,177
77-78	1,177	480	1,201

The Center has also reported figures indicating the number of business and management graduates. The figures for the academic year 1972-73 through 1977-78 are shown below. It is interesting to note that the number of bachelor's and master's graduates steadily increased during these years; however, the number of doctoral graduates decreased from 1,011 in the academic year 1974-75 to 956 in the academic year 1975-76.

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[19] Steele, Ellsworth, "Recent Growth in Education for Business in Alabama," Alabama Business, Volume 45, October, 1974, p. 3.

[20] U.S. Department of Health, Education and Welfare, National Center for Education Statistics, "Projection of Education Statistics to 1986-87," Washington, D.C., 1978.

BUSINESS AND MANAGEMENT GRADUATES[21]

YEAR	BACHELOR'S			MASTER'S			DOCTORAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
72-73	114,404	13,840	128,244	29,706	1,533	31,239	879	53	932
73-74	116,424	17,481	133,905	30,659	2,161	32,820	933	50	983
74-75	113,232	22,223	135,455	33,370	3,080	36,450	970	41	1,011
75-76	116,252	28,783	145,035	37,754	4,974	42,728	904	52	956
76-77	117,510	36,252	153,762	39,754	6,681	46,650	814	55	869
77-78	117,511	43,760	161,271	39,969	8,183	48,484	795	72	867

Enrollment in business courses continues to increase in Alabama schools despite the uncertainty of the economy at this time. The following statements were reported in the Montgomery Advertiser, September 28, 1980.[22]

> ". . . Heads of schools and departments of business at Auburn University in Montgomery, Alabama State University, Huntingdon College and Troy State University in Montgomery report enrollment up from 6 to 19 percent over last fall . . .
>
> . . . Dr. Bill Clark, Dean of AUM's School of Business, said enrollment in classes there is about 18 percent over last fall . . .
>
> . . . Dr. Percy Vaughn of the School of Business at ASU said enrollment is up appreciably, although he had not calculated the percentage. . .
>
> . . . Dr. Robert Kelley, chairman of the Department of Business at TSU-Montgomery, said the department had a surprising increase this fall of nearly 20 percent new students in beginning courses . . .
>
> . . . Prof. James Floyd, chairman of the Business Department at Huntingdon, estimated that the increase in this fall's enrollment was about 6 percent, with women accounting for most of the increase . . ."

The membership composition of the American Assembly of Collegiate Schools of Business (AACSB) may be classified as:

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[21] Ibid.

[22] Taylor, Greg, "Despite Uncertainty, Local Enrollment Up In Business Courses," Montgomery Advertiser, Sunday, September 28, 1980, p. 14B.

All AACSB Member Schools
All AACSB Member Public Schools
All AACSB Member Private Schools
All AACSB Member Accredited Schools
All AACSB Member Nonaccredited Schools
Business, Government, and Professional Members
International Members

The AACSB Member Accredited and Nonaccredited Schools are classified further according to region. Tuskegee Institute is an AACSB Member, Nonaccredited, Private School in Region 4, Southern.

The AACSB provides invaluable statistical data for its member schools.

> Over the years, the American Assembly of Collegiate Schools of Business has strived to gather meaningful enrollment information in the field of collegiate education for business administration for its members. Early reports surveyed the membership regarding full-time and part-time enrollments. More recent reports have had a widened scope, researching sex and minority breakdowns of business administration enrollments and graduates. This report has been designed to provide extensive information on enrollments and graduates in collegiate education for business administration according to program level, area of concentration, sex, and ethnic background.[23]

According to the AACSB Enrollment Trend Survey published in 1977, there was a total of 15,494 male white and 3,897 female white baccalaureate business graduates in the year 1975-76 in all AACSB Member Nonaccredited Schools. For that same year, the survey reports a total of 1,550 male black and 1,028 female black baccalaureate business graduates in all AACSB Member Nonaccredited Schools.

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[23] Laidlaw, William K., Swirczynski, D. L., Viekland, James A., "Enrollment Trends Survey With Minority Data," American Assembly of Collegiate Schools of Business, St. Louis, Missouri, 1977, p. iii.

For the fall of 1976, the Enrollment Trend Survey reported 71,652 male white and 27,929 female white as compared to 7,881 male black and 7,100 female black students enrolled in baccalaureate business school/unit programs at AACSB Member Nonaccredited Schools.

The Trend Survey projected that 17,540 male white and 6,065 female white students would graduate from business school/unit programs in the academic year, 1976-77. For the same year, the survey projected that there would be 2,264 male black and 1,639 female black graduates from AACSB Member Nonaccredited business school/unit programs.

Similar data are reported for all AACSB Member Schools. This data revealed that there were 54,649 male white and 13,730 female white as compared to 2,715 male black and 1,760 female black baccalaureate business graduates for the academic year 1975-76.

In the fall of 1976, the Enrollment Trend Survey reported 208,516 male white and 74,677 female white students enrolled in business school/unit programs as compared to 15,119 male black and 12,364 female black.

It is interesting to note that, according to the survey, 54,352 male white and 16,198 female white students were projected to graduate from all AACSB Member Schools as compared to 3,687 male black and 2,586 female black students. This projection indicates that from the academic year 1975-76 there will be a decrease of 297 male white students graduating from business school/unit programs in the academic year 1976-77 and an increase of 2,468 female white graduates. The projection also indicates for this same period an increase of 972 male black and 826 female black students graduating from business school/unit programs in the academic year, 1976-77. This

tends to support findings stated in the literature to the effect that there is a significant increase in the enrollment of minorities, particularly women, in business programs.

> The number of women college students major in business was four times greater in 1978 than in 1966, rising from 204,000 to 819,000, while the number majoring in education dropped from 760,000 to 601,000 in the same period, according to a report released today by the Bureau of the Census, U.S. Department of Commerce.
>
> College enrollment tripled for Blacks between 1966 and 1978 to about 1 million. The fields of study altered radically for Blacks. In 1966, more Black students (40 percent) were majoring in education or the social sciences than any other field, but in 1978 this figure dropped to about 17 percent. A higher proportion of Black students were majoring in business in 1978 than in any other field. The number of Black students in business grew from 41,000 in 1966 to 220,000 in 1978; in biology and the health and medical fields from 27,000 to 113,000, and in the engineering field from 12,000 to 41,000.[24]

The Gordon and Howell[25] and the Pierson[26] Reports published over two decades ago are perhaps the first in-depth studies dealing with collegiate business education. Both reports recognize the rapid spread of business education in American colleges and universities.

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[24]Alpha Kappa Alpha Sorority, Inc., "National News Notes," "Business Major Is Most Popular Among Women, Blacks," Ivy Leaf, Fall, 1980, p. 6, as cited--the report, Major Field of Study of College Students: October, 1978, Series P-20, No. 351, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

[25]Gordon, Robert A., Howell, James E., Higher Education for Business, Columbia University Press, New York, 1959.

[26]Pierson, Frank C., The Education of American Businessmen, McGraw-Hill Book Company, New York, 1959.

One will note that as the enrollment in business programs increases there is a corresponding increase in the number of institutions offering work in business education as a separate school of business. The Gordon and Howell Report points out at the close of the nineteenth century there were only three separately organized schools of business. Whereas in 1910, the Report continues, there were over a dozen, a hundred by 1919, and about 120 by 1939. "Today there are about 160." "In addition, formal degree programs in business are now offered by more than 400 departments or divisions not organized as separate schools or colleges, as well as by more than a score of technical (engineering) institutes."[27]

> Business programs leading to the bachelor's or master's degree are today available in about 600 four-year colleges and universities. About 160 of them have separately organized schools or colleges of business, and these award about three-fourths of all business degrees. In addition, there are more than 400 departments or divisions of business administration (frequently combined with the department of economics), accounting for a bit more than a quarter of all business degrees.[28]

William Geer reports in his article, "Collegiate Education for Business--A Structural Breakdown," that the Delta Sigma Pi Survey published in 1970 listed 627 business programs offered by colleges and universities in the United States. (A review of that survey revealed that this figure included both undergraduate and graduate programs). Geer notes that 300 of these schools were organized as schools (47.85 percent) and 327 operated as divisions or departments (52.15 percent).[29]

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[27]Gordon, Robert A., Op. cit., p. 20.

[28]Ibid, p. 26.

[29]Geer, William D., "Collegiate Education for Business--A Structural Breakdown," Collegiate News and Views, Vol. XXVI, No. 2, Winter, 1972-73, Southwestern Publishing Company, Cincinnati, OH, p. 5.

Geer also makes reference to the Gordon-Howell Report in that he points out that 594 institutions awarded degrees in business in 1955-56 as reported by the Gordon-Howell Report.

> It is interesting to note the strong growth in the number of programs operating as schools when the two studies are compared. As an increasing number of colleges assumed university status and enrollments grew sharply during the 1960's, there was a strong trend toward more business schools.
>
> Of the 594 institutions included in the Gordon and Howell Report, 159 or 29 percent operated as schools in 1955-56 compared to 300 or 47.8 percent of 627 business programs responding to the 1970 Delta Sigma Pi Survey.[30]

"Delta Sigma Pi is a not-for-profit corporation. It is a professional fraternity organized to foster the study of business in universities; to encourage scholarship; social activity and the association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce and to further a higher standard of commercial ethics and culture, and the civic and commercial welfare of the community."[31]

The Central Office of the Delta Sigma Pi Fraternity has published the Biennial Survey of Universities Offering an Organized Curriculum in Commerce and Business Administration for over fifty years. The most recent survey published in November, 1978, provides data on business programs offered in the United States as well as Canada and Mexico. The following data regarding undergraduate schools in the United States were taken from the survey:

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[30] Ibid, p.5.

[31] Delta Sigma Pi Twenty Sixth Biennial Survey of Universities Offering an Organized Curriculum in Commerce and Business Administration, Educational Foundations of Delta Sigma Pi, Oxford, Ohio, 1978.

ORGANIZATIONAL BREAKDOWN OF INSTITUTIONS AWARDING
UNDERGRADUATE BUSINESS DEGREES IN NOVEMBER, 1978

	Number	Percentage of Total
School or College of Business	280	67
Division or Department of Business	138	33
Total	418	100

Chapter III

PROCEDURES AND METHODOLOGY

The research methodology employed for this study was labeled a descriptive and developmental survey. A survey was undertaken and the data obtained were utilized in the development of a plan for the elevation of the Department of Business at Tuskegee Institute to "school status."

POPULATION

The population for the study involved four-year collegiate institutions which, as Tuskegee Institute, have identified existing academic units of business and are members of the American Assembly of Collegiate Schools of Business.

Four institutions were selected from the full population to comprise the population sample.

For the purpose of this study it was concluded that the population sample would include two institutions with schools of business fully accredited by the American Assembly of Collegiate Schools of Business for a relatively long period of time (five years or more). The first of these institutions is from within the State of Alabama with a predominantly white constituency and with a mission and a purpose more encompassing than those of Tuskegee Institute. The second institution comes from outside the State of Alabama and will have a predominantly black constituency with a mission and a purpose similar to those of the Institute. These schools might be called the role models.

To complete the population samples, two institutions having schools of business and professional accreditation by the American Assembly of Collegiate Schools of Business for a relatively short period of time (less than three years) were examined. Here again, one (the third in the population sample) was from within the State of Alabama, predominantly white with a mission more extensive than that of Tuskegee Institute. The other (the fourth in the sample) was selected from outside the state and is predominantly black with a mission similar to that of the Institute.

An exhaustive study, primarily the case study model, was made of these four institutions, the dean of each school being the primary source of information.

Most schools and departments of business, both private and public, aspire to be accredited by the prestigious American Assembly of Collegiate Schools of Business. A review of the literature will reflect that professional accreditation is perhaps the single most influential stimulation of planning among collegiate schools of business.

The ability of the Assembly to motivate business academic units to plan can be easily traced to the standards and requirements that are inherent in the accreditation process. Present knowledge of these standards and the process for admittance to membership formed the framework for this study, inspiring questions regarding organizational structure, procedures, objectives, curricula, and teaching methodology and materials, as well as personnel. Supporting these procedures were data from institutions surveyed such as published catalogs and bulletins, for these documents provided the bases for accurate knowledge for each one.

The deans from the four schools of business selected to participate in the study were contacted personally to explain the nature of the study and to solicit their support and assistance. A survey instrument was designed to include items pertinent to the major issues and research questions outlined in the study. The deans were to respond to these items.

In addition to the survey instrument, a detailed content analysis was made of the catalogs and bulletins of the selected institutions. Personal and telephone interviews with the deans were undertaken to further elicit data necessary to fully address the major issues and research questions.

The data was collected by means of a questionnaire (Appendix A), by reviewing the catalogs of the institutions included in the study, and by personal in-depth interviews of the deans of the selected schools of business.

The analysis of the data includes a pictorial comparison of different variables in the study between the Department of Business at Tuskegee Institute and the other institutions used in the study. Used in the analysis of the data are regression analysis techniques and measuring the correlation between different variables of interest. For example, the correlation between the size and rank of faculty, relevant business experience, education and other certifications, etc., were computed. Because of the nature of the data obtained as a consequence of this study (nominal, ordinal and categorical) nonparametric statistical methods for calculating these correlations and tests of hypothesis were

employed. Some of these nonparametric methods include rank correlation coefficients, Kendall's tau correlation and Kruskal-Wallis tests of significance.

An attempt was made to formulate a prediction equation where the dependent variable will be the success of the school of business and independent variables will be the faculty, educational level of the faculty members, relevant experiences of the faculty members, number of students enrolled, number of students graduated in last five years, number of credit hours taught and required, classroom teaching hours per week per faculty member, salary range, computer facilities and library facilities. Therefore, a model for the prediction equation is as follows:

$$Y = \mu + \alpha_1 X_1 + \alpha_2 \alpha_2 + \alpha_3 \alpha_3 + - - - - + \alpha_\eta X_\eta + \varepsilon$$

where Y = success of a business school to be measured by the number of years the business unit has been a school of business and whether or not it is accredited.

X_1 = Admission policies.

X_2 = Size and rank of the faculty.

X_3 = Relevant business experience of the faculty members.

X_4 = Educational level of the faculty members.

X_5 = Professional certification of the faculty members.

X_6 = Level of the business program.

X_7 = Number of students enrolled in the undergraduate business program in different disciplines.

X_8 = Number of credit hours taught in the different disciplines of the business undergraduate programs.

X_9 = Number of hours required and available to undergraduate business students for graduation.

X_{10} = Number of faculty members per category of classroom teaching hours per week.

X_{11} = Amount disbursed per faculty member to attend professional meetings.

X_{12} = Contract salary of faculty members.

X_{13} = Computer facilities available.

X_{14} = Computer software available.

X_{15} = Library facilities as measured by the number of bound volumes contained in the library's business collection.

These predictors (independent variables) were used to estimate or predict the success of a school of business. The regression coefficients μ, α_1, α_2, α_3, - -, α_{15} are weighing factors and will determine what variables are most influential in determining the success of a school of business.

The chi-square test and other statistics were calculated to obtain data for the four accredited schools of business. The data for the Department of Business were not included in the calculations of these statistics because the department is not accredited.

After the prediction equation was established, the data from the Department of Business at Tuskegee Institute was used to test the goodness of fit of the model (or lack of it) and to suggest possible steps to be taken in order to elevate the Department of Business to a school of business. This, in effect, constitutes the plan.

CHAPTER IV

PRESENTATION OF RESULTS

The data was collected by means of a questionnaire (Appendix A). The information was provided by the deans of four selected schools of business and by the department head and faculty of the Department of Business at Tuskegee Institute.

Tables and supporting graphs, where appropriate, were developed and are shown as Appendix B. Summary statements of these are included in the body of the report. The variables that were included in the questionnaire are as follows:

X_1 = Admission Policies

X_2 = Agreement with the selected schools of business

X_3 = Standards for Retention

X_4 = Size and Rank of the Faculty

X_5 = Relevant Business Experience of the Faculty Members

X_6 = Educational Level of the Faculty Members

X_7 = Professional Certification of the Faculty Members

X_8 = Level of the Business Program

X_9 = Number of Students Enrolled in the Undergraduate Business Program in Different Disciplines

X_{10} = Number of Credit Hours Taught in the Different Disciplines of the Business Undergraduate Programs

X_{11} = Number of Hours Required for Graduation for Undergraduate Business Students

X_{12} = Number of Faculty Members per Category of Classroom Teaching Hours per Week

X_{13} = Amount Disbursed per Faculty Member to Attend Professional Meetings

X_{14} = Academic Year (9 - 10 months) Contract Salary of Faculty Members

X_{15} = Computer Facilities Available

X_{16} = Computer Software Available

X_{17} = Library Facilities as Measured by the Number of Bound Volumes Contained in the Library's Business Collection.

Each of the above variables is analyzed separately after which an overall relationship is made.

1. The Variable X_1 - Admission Policies

Table 1 presents the standards for admission to the undergraduate business programs at the schools studied.

It is apparent from this table that three out of the four schools of business which have been accredited have admission policies which differ from those for admission to programs in other disciplines.

One accredited school of business reported that the minimum requirement for acceptance into the school of business was a minimum ACT score of 18. One of the other schools reported that currently it is using admission policies different from those required in other programs at the institution; however, the business faculty at that school has noted to adapt the standards that are generally in use at the institution. This policy is to become effective during the 1981-82 academic year.

2. The Variable X_2 - Agreement With the Other Institutions

Table 2 presents responses indicating whether the accredited schools of business studied have an articulation agreement with other institutions which identifies courses acceptable for transfer purposes. The responses in all cases were negative, implying that the schools of business studied prefer to act independently of other schools of business in regards to transfer credit. However, one school of business did indicate that the school did exchange information which identified courses acceptable for transfer purposes.

3. The Variable X_3 - Standards for Retention

Table 3 presents the responses from the schools studied indicating whether or not the school of business has standards for retention in the business program different from the retention standards in programs in other disciplines at the school.

It is apparent from this table that two out of four of the accredited schools of business studied reported that they indeed have different standards for retention. One of the accredited schools of business reported that it does not have different standards for the retention of students as compared to the other disciplines at that school, but it does resist the reinstatement of weak students moreso than the other disciplines at the school.

4. The Variable X_4 - Size and Rank of the Faculty Members

Table 4(a) provides a table of rank by the different schools in the study. It also provides the overall percentages, row percentages,

and column percentages. The total number of faculty members ranked as "professors" was 79 (approximately 25%) with the predominantly white school accredited for a relatively long period of time having 44 of them (approximately 56%). The predominantly black school accredited for a relatively short period of time had only 8 professors (10%). The Department of Business at Tuskegee Institute does not have any faculty members with the rank of professor. Graph 1 provides a histogram of the distribution of the ranks of faculty members at the different schools included in the study.

Table 4(b) provides statistics computed from Table 4(a) to test the hypothesis whether the length of time a school of business has been accredited is independent of the various ranks of the instructional staff. The data related to the rank of the instructional staff in the Department of Business at Tuskegee Institute were not considered in computing these statistics because the independence of the ranks versus the length of time the school has been accredited was tested and the data obtained from Tuskegee Institute were used to determine the adequacy or inadequacy of the existing rank held by the instructional staff.

The Chi Square test of independence in Table 4(b) rejects the hypothesis of independence between the ranks of the instructional staff of a department and the length of time a school has been accredited. This implies that there is a significant relationship between the ranks and the length of time a school has been accredited. A closer examination of Table 4(a) and Graph 1 reveals that the longer the period of time a school of business has been accredited, the more professors that school

has. The correlation coefficients exhibited in Table 4(b) do not reveal this fact because more than 5% of the cells had expected frequencies less than 5 indicating that the table is sparse.

Table 4(a) also indicates that the size of the faculty of a school or department of business plays a significant role in whether or not that unit is accredited. Each of the school deans contacted stated that the size of the faculty should be a point for consideration when a department of business is anticipating elevation to school status.

The following is a summary of Tables 1, 2, 3, and 4(a):

Sixty percent of the schools responding indicated that their admission policies to the undergraduate business program were different from the admission policies to programs of other schools. Forty percent reported that differences did not exist in the admission policies. Tuskegee Institute was included in this group (Table I).

One hundred percent of schools responsing stated that they do not have articulation agreements with other schools regarding transfer credit (Table 2).

Forty percent of the schools included in the study responded that their standards for retention in the business program was different from retention standards in other programs at their institutions. Sixty percent of those responding, of which Tuskegee Institute is a part, reported no difference in the standards for retention (Table 3).

Table 4(a) reveals that 79 of the faculty members of the schools included in the study hold the rank of professor. Forty-four or approximately 56 percent of these are at the predominantly white school accredited for a relatively long period of time. Twenty-two percent or 70 faculty

members of schools in the study have faculty members with the rank of associate professor. Tuskegee Institute falls in this category with one faculty member holding the rank of associate professor.

5. The Variable X_5 - Relevant Business Experience of Six Months or More of Full Time Faculty Members During the Last Five Years

Table 5(a) presents a cross tabulation of relevant business experience by the faculty members at the different schools in the study. Table 5(b) provides related Chi Square statistics and correlation coefficients between the business experience of the business faculty and the schools. From these tables it is clear that the related business experience of the full time faculty members in government, public accounting, or industry has a significant impact on accreditation.

The predominantly white school which has been accredited for a relatively long period of time omitted this part of the questionnaire and stated that such information is not kept. However, from the data presented in Tables 5(a) and 5(b) one can conclude that the relevant business experience of the faculty is a factor considered in the accreditation process.

Graph 2 provides a pictorial representation of the relevant business experience of the faculty members at the schools in the study.

6. The Variable X_6 - Educational Level of the Faculty Members

Table 6(a) presents the cross tabulation of the educational level of the faculty members at the different business units included in the study. This table indicates that the terminal degree (Ed.D., D.B.A., Ph.D.), is a requirement for professional accreditation and, consequently, essential for a business academic unit seeking school status. For example, the predominantly white school having accreditation for a relatively short period of time had approximately 74% of its faculty members holding a terminal degree. The predominantly black school having accreditation for a relatively short period of time had approximately 75% of its faculty members holding a terminal degree. The table shows that only 18% of the faculty members of the Department of Business at Tuskegee Institute hold a terminal degree.

Graph 3 presents the pictorial representation of the educational level of the faculty members at the different schools in the study. Table 6(b) presents the Chi Square statistics and various coefficient correlations. It is apparent from these tables and the graph that professional accreditation of a school of business depends heavily upon the educational level of its faculty. It would be safe to conclude that a significant number of faculty members holding the terminal degree at a department of business would enhance that department's chances of becoming elevated to a school of business.

7. The Variable X_7 - Professional Certification of Faculty Members

Table 7 presents the professional certification of faculty members at the different schools in the study. The table indicates that the accrediting agency looks with favor on schools having faculty members

certificated. In general, certification would also have a favorable response for those departments of business aspiring to school status.

The Chi-Square statistics and other related correlation coefficients were not computed for this table because the table is sparse and the interpretation of these statistics would be misleading.

8. The Variable X_8 - The Level of the Business Program

Approximately 80% of the accredited schools of business in the study offered both the undergraduate and graduate level of business programs. Of the four accredited schools in the study, the predominantly black school accredited for a relatively short period of time offered only undergraduate programs. This is shown in Table 8. From this data, one can generalize that the level of the business program offered by schools of business is not an important criterion for achieving professional accreditation or school status.

Summary data for Tables 5(a), 6(a), 7, and 8 follow.

One hundred and twenty-two of the faculty members at schools in the study have had business experience of six months or more in industry, public accounting, government, private business, or other business activities. Of this number, the Department of Business at Tuskegee Institute had three of its faculty members with business experience of six months or more in private business and one with six months or more experience in public accounting (Table 5(a).

Table 6(a) shows a total of 317 faculty members at the schools reporting. Of this number, 6.54 percent hold the bachelors degree; 23.68

percent the Masters degree; 4.65 percent the J.D.; 2.21 percent the Doctor of Education degree, 4.42 percent the Doctorate of Business Administration degree, and 58.49 percent the Doctor of Philosophy degree. The Department of Business at Tuskegee has one faculty member with the J. D. degree and one each with the Doctor of Education and the Doctorate of Philosophy degree.

Thirty-three faculty members hold some form of professional certification. Fourteen or 42 percent of these faculty members are at the predominantly white school accredited for a relatively long period of time and one, or 4 percent, is on the faculty at Tuskegee Institute (Table 7).

Three of the five schools in the study offer both undergraduate and graduate programs. Tuskegee Institute and the predominantly black school accredited for a relatively short period of time offer only the undergraduate program in business (Table 8).

9. The Variable X_9 - Number of Students Enrolled in the Undergraduate Business Program in Different Disciplines

Table 9(a) presents the cross tabulation of the number of students enrolled in the undergraduate program at the beginning of the 1979-80 academic year (full time and part-time students combined) at the various schools in the study. This information is also pictorially represented in Graph 4.

Table 9(a) and Graph 4 indicate that there is a relationship between the length of time a school of business has been accredited and the number of students enrolled in undergraduate studies in accounting, marketing, and the general business subjects. The increased enrollment in these areas

could also be attributed to the length of time of the courses have been available as well as the interest and demand of students. From experience, the business program at Tuskegee Institute has grown from 32 students in a single major in 1962 to more than 500 in three majors and one minor concentration in the 1979-80 academic year.

Table 9(b) presents Chi Square and other related statistics and correlation coefficients. It appears that the number of students enrolled in the different disciplines of schools of business has significant impact on accreditation. One can assume that the same would be true of a department seeking school status.

10. The Variable X_{10} - The Number of Credit Hours Taught in the Different Disciplines of the Undergraduate Business Programs

The cross tabulation of the number of credit hours taught in the different disciplines of the undergraduate business programs at the schools included in the study is depicted in Table 10(a). These data are reported for the 1979-80 academic year, including summer school. The same information is portrayed in Graph 5.

It is apparent from Table 10(a) and Graph 5 that the number of credit hours taught in the different business disciplines at these schools increases linearly as the length of time the school has been accredited and the number of students enrolled in the different business disciplines increases.

Table 10(b) presents Chi Square and other related statistics indicating that the number of credit hours taught in a school of business has a positive effect on the accreditation process of that school. The

same would no doubt be true if a department of business were elevated to the status of a school of business.

11. The Variable X_{11} - Number of Hours Required of Undergraduate Business Students for Graduation

Table 11(a) depicts the total number of semester hours required for graduation at the schools in the study. The same information is pictorally represented in Graph 6. The table and the graph show that the number of semester credit hours required is consistent with the various courses required in the different disciplines. This fact is further confirmed by Table 11(b) and the Chi Square statistics which show that there is no relationship between the length of time a school of business has been accredited versus the various courses or semester credit hours required of the undergraduate business students. One could reasonably assume that this fact would prevail for a department of business seeking school status.

12. The Variable X_{12} - Number of Faculty per Category of Classroom Teaching Hours per Week

Table 12(a) presents the cross tabulation of the number of faculty members per category of classroom teaching hours per week. Graph 7 pictorially depicts these data. From the table and the graph it is determined that the Department of Business at Tuskegee Institute requires most of its faculty members to teach nine or more classroom hours per week. However, the accredited schools had a substantially more number of faculty members teaching from seven to nine classroom hours per week.

The Chi Square statistics in Table 12(b) indicate that the number of teaching hours per week per faculty member is independent of the length of time the school has been accredited. However, based upon observation and discussions held with the school deans, it is reasonable to assume that an excess number of credit hours required of the teaching faculty would adversely affect the attainment of school status and the continuation of accreditation.

The predominantly white school which has been accredited for a relatively long period of time did not supply this information.

Summary data for Table 9(a), 10(a), 11(a), and 12(a) follow.

There were 5,854 students enrolled in at least six different business undergraduate programs at the beginning of the 1979-80 academic year. Approximately 36 percent of the students were enrolled at the predominantly white school accredited for a relatively long period of time. Approximately 8 percent were enrolled at Tuskegee Institute. Of the total students enrolled, approximately 31.74 percent were in accounting; 32 percent in general business; 12.78 percent in marketing; 4 percent in management science; 1.96 percent in organizational behavior, and 17.39 percent were in the area designated "other" (Table 9(a)).

The number of credit hours taught in the different business undergraduate programs varied from 13,127 at Tuskegee Institute to 95,000 at the predominantly white school accredited for a relatively long period of time. A total of 287,649 credit hours were taught in these programs at the five schools in the study (Table 10(a)).

Table 11(a) shows that excluding electives, the number of credit hours required for graduation at the schools in the study varies from 114 at Tuskegee Institute (12-15 elective hours are required) to 131 at the predominantly white school accredited for a relatively short period of time.

Approximately 47 percent of the faculty members at the schools in the study taught from 10-12 hours per week; 37.29 percent of them taught from 7-9 hours per week, and 15.25 percent taught 6 hours or less per week. Less than 1 percent gaught 13 hours or more pwer week (Table 12(a)).

13. The Variable X_{13} - Average Amount Disbursed (from all sources) for Faculty Member to Attend Professional Meetings During the 1979-80 Academic Year

Table 13 presents these data. The table indicates that the average amount disbursed per faculty member to attend professional meetings does not have any effect on accreditation nor the length of time a school has been accredited. In this regard, two of the school deans reported that attendance at professional meetings added status and or prestige to the individual faculty member moreso than to the school. They felt that this is a practice which shouls be supported and encouraged in all business academic units--accredited/non-accredited, schools of business as well as departments or divisions of business.

14. The Variable X_{14} - The Academic Year (9-10 months) Contract Salary of the Full Time Business Faculty

The cross tabulation for these data is presented in Table (14(a). A pictorial representation of these data is shown in Graph 8.

Table 14(a) and Graph 8 point out that the longer the period of time the schools of business in this study have been accredited, the larger is the number of faculty members falling in the salary range about $30,000 per academic year.

Table 14(b) presents Chi Square statistics and other correlation coefficients between the yearly contract salary and the different schools in the study. This table indicates that there is a strong relationship between accreditation and the salary of faculty members. For example, the salary of approximately 71% of faculty members at the predominantly white schools accredited for a relatively long period of time is above $26,000. The same is true of 10% of the faculty members at the predominantly black school accredited for a relatively short period of time. The Department of Business at Tuskegee Institute does not have any faculty member earning a salary of $26,000 or more per academic year.

Each of the deans of the schools of business expressed concern over the salary status of the business faculty at Tuskegee Institute. In their opinion, the salary factor plays an all important part in whether or not the business unit can maintain a quality program regardless of its status or level of accreditation.

15. The Variable X_{15} - Computer Facilities Available

Table 15 provides information relating to the availability of computer facilities at the different schools included in the study. Each school in the study had remote batch computing facilities. Seventy-five per cent of the accredited schools in the study had batch and interactive computing facilities.

All deans of the schools of business included in the study agree that adequate computing facilities are an integral part of any business program.

16. The Variable X_{16} - The Availability of Computer Software

Table 16 shows the availability of computer software at the different schools in the study. It is obvious from this table that schools have programming facilities available for the students. Three out of four, or 75% of the accredited schools had audit software available and 50% of them had some type of simulation/modeling software available. As previously stated, it appears that the availability of computer facilities (hardware and software) in the business is an important criterion for a school of business.

17. The Variable X_{17} - Library Facilities as Measured by the Number of Bound Volumes Contained in the Library's Business Collection

The cross tabulation of these data is presented in Table 17. It is apparent from this table that each of the accredited schools had more than 3,500 bound volumes in its library's business collection. The number of bound volumes in the Tuskegee Institute library collection was reported to be between 1,000 to 1,999.

It appears that the status of the business unit is affected by the total number of bound volumes contained in the business collection of the library as this is a probable measure of the quality of the business program, the quality of the faculty members and of their scholarly efforts and research interests.

Summary data for Table 13, 14(a), 15, 16, and 17 follow:

The predominantly white school accredited for a relatively long period of time disbursed $700 - $899 for faculty members to attend professional meetings during the 1979-80 academic year. Tuskegee Institute and the predominantly black school accredited for a short period of time disbursed $500 - $699. The predominantly white school accredited for a short period of time disbursed $100 - $299, and the predominantly black school accredited for a longe period of time disbursed less than $100 (Table 13).

The table of salary by schools shows that 44 or 17.25 percent of the faculty at the schools in the study earned a salary of $30,000 or more (9-10 months) during the 1979-80 academic year; 22.35 percent earned a salary of $26,000 to $29,999; 33.33 percent earned a salary of $22,000 to $25,999; 15.29 percent earned a salary of $18,000 to $21,999; 10.98 percent earned a salary of $14,000 to $17,999, and 0.78 percent earned a salary less than $14,000 (Table 14(a)).

Computer facilities were available at all schools in the study. Remote batch facilities were available at each school and batch and interactive were available at three of the schools (Table 15).

Computer software was available at each of the schools in the study. All five of the schools had programming software; three schools had audit software, and two of the schools had simulation/modeling software available (Table 16).

Table 17 shows that Tuskegee Institute has between 1,000 - 1,999 bound volumes in its library's business collection. The other four schools in the study reported that their library's business collection contained 3,500 or more bound volumes.

18. The Overall Relationship

An attempt was made to formulate a prediction equation where the dependent variable was the success of the business school measured in terms of the number of years the business unit has been accredited, and the seventeen dependent variables were all of the seventeen variables (X_1, X_2, - - - - - X_{17}) discussed earlier.

The model for the prediction equation used is as follows:

$$Y = \mu + a_1X_1 + a_2X_2 + a_{17}X_{17} + \varepsilon$$

where Y = success of a business school measured by the number of years it has been accredited

X_i = defined earlier

a_i = regression coefficient or weighing factors

Step-wise regression methods were used to eliminate the factors (variables) which were least significant and retain the most significant variables in the prediction equation. This method produced the following variables or a transformation of these variables which are considered to be important from the point of view of professional accreditation. It is important at this point to keep in mind that the variables are stated in terms of areas considered by the American Assembly of Collegiate Schools of Business in the accreditation process. It is the writer's viewpoint that the standards adhered to by the accredited schools are valid measures to be used in determining what is required of the Department of Business at Tuskegee Institute to attain the status of a school of business and ultimately professional accreditation.

These variables are:

1. The length of time the school has been accredited.

2. Total number of students in the school.
3. Total number of students in the business unit.
4. Percentage of students enrolled in the business program.
5. Total number of faculty members in the school.
6. Total number of faculty members in the business unit.
7. Percent of faculty members in the business unit as compared to the total number of faculty members in the school.
8. Number of faculty members in the business unit holding terminal degrees (Ed.D, D.B.A., Ph.D.).
9. The percent of the faculty members in the business unit holding terminal degrees.
10. Total number of faculty members holding Certified Public Accountant (CPA) Certification.
11. Percent of the faculty members in the business unit holding the CPA Certification.
12. Number of faculty members in the business unit having relevant business experience.
13. Percent of the faculty members having relevant business experience.
14. Number of students per faculty member in the business unit.
15. Average salary of faculty members in the business unit.
16. Total number of different disciplines offered in the business unit.
17. Average number of classroom teaching hours per faculty member in the business unit.

The cross tabulation of the above variables by schools included in the study is given in Table 18.

Chapter V

INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS

A. Interpretation of Results

Based on the analysis of the data presented in Chapter IV, the following interpretations can be made:

1. The longer the period of time that a school of business has been accredited, the more flexible it can be in regards to its admission policies.
2. Agreement with other institutions with respect to identifying courses for transfer credit has little, if any effect, on whether or not a school of business is accredited. As a matter of fact, the study reveals that the schools of business prefer to act independently of each other in this regard. One can assume that this same analysis will be true of a department seeking school status.
3. The study revealed that most of the accredited schools of business included in the study either have different standards for retention of students in the business program as compared to those for the retention of students in programs of other disciplines at the school or they resist the reinstatement of those students considered to be weak moreso than the other disciplines. This is a factor worthy of consideration by a department of business expecting to be elevated to school status.

4. Data in the study supports the fact that the longer a school of business has been accredited, the more of its faculty members are ranked as professors or associate professors. Moreover, the size of the faculty is significantly larger than schools having professional accreditation for a longer period of time. This is an essential point to be considered by any departments of business seeking school status.
5. The relevant business experience of faculty members of the schools included in this study has a significant and immediate impact upon accreditation. However, the data supports the fact that the longer a school of business has been accredited, lesser is the importance for it to keep documentation on the business experiences of its faculty members. This tends to suggest that a department of business seeking school status should encourage or perhaps even require its faculty members to have a prescribed period of relevant business experience.
6. It appears from the data that the longer the period of time that a school of business has been accredited, the more likely its faculty members will hold terminal degrees (Ed.D., D.B.A., and the Ph.D.). It also appears that the terminal degree is a strong criterion for accreditation as well as for achieving school status.
7. Professional certification of the faculty members in schools of business appears to have a positive effect on whether or not that school is accredited. The same would no doubt be true of departments of business seeking school status. The

data in this study reveals that the longer a school of business has been accredited, the more of its faculty members hold some type of professional certification.

8. From the schools studied, it can be concluded that the level of the program (undergraduate or graduate) does not have any direct relationship on whether or not the school is accredited. In the discussions with the various deans of the schools of business included in this study, it was noted that the level of the business program was not a deciding factor in the decisions to move to school status. One dean stated that the graduate program was posing a problem for his school to maintain its accreditation. In his opinion, Tuskegee Institute should concentrate its efforts on establishing a quality undergraduate school of business.
9. The data suggest that the number of students enrolled in the different disciplines of the business unit has an effect on accreditation. However, the data show that accreditation has no significant correlation with the number of different disciplines offered by the business unit.
10. The total number of credit hours taught in the business unit has a positive impact on the length of time the business unit has been accredited. It should also be pointed out that the total number of credit hours taught also depends on the number of students enrolled in the business unit and on various other correlated factors.

11. There are no relationships between the number of credit hours required of undergraduate students for graduation and accreditation. The schools in the study require a similar number of courses to complete graduation requirements.
12. The length of time of accreditation and the number of faculty members per category of class room teaching hours per wrrk for the business units in the study do not show a significant relationship.
13. The average amount disbursed (from all sources) per faculty member to attend professional meetings had no bearing on the accreditation of the schools of business in the study nor did it have any relationship to the length of time the school has been accredited. As a matter of fact, the data tend to suggest that the longer the school of business in the study has been accredited, the less likely it is to disburse the average amount of funds for its faculty members to attend professional meetings.
14. The academic year (9-10 months) contract for salary of the full time business faculty members has a significant impact on the accreditation of a business unit.

This study indicates that the longer the business unit has been accredited the more faculty members it has making an academic yearly salary in excess of $26,000. The study shows that the salary depends on the size and professional rank of the faculty that it is highly correlated with variables such

such as size and rank, educational level, and the relevant business experience of the faculty member. These factors must be considered by the Department of Business at Tuskegee Institute as it moves toward the status of a school of business.

15. The computer facilities available for use by students and faculty in the business units in the study does not appear to be an important criterion for accreditation (all business units studied had some type of computer facilities available for use). In today's world of business, the availability of computers has become an important factor and is considered to be normal for any academic unit offering courses in business.

16. The type and the availability of computer software in the business unit does not appear to be an important criterion for accreditation. However, some type of computer software, such as programming, must be available to provide training for business students enrolled in the various business disciplines. The availability of computer facilities, including computer software, is considered an important criterion for the elevation of a business unit to the status of a school of business as well as for accreditation purposes.

17. The study indicates that the total number of bound volumes in the library's business collection is an important factor for granting accreditation. Tuskegee Institute had only 1,000 to 1,999 bound volumes in its library's business collection; whereas, all accredited schools of business in the study had 3,500 or more bound volumes in their library's business collection.

From these results it is obvious that the increased number of bound volumes contained in a library's business collection is an asset and would be helpful to the advancement of the business unit in that school as well as for accreditation purposes.

B. Conclusions

A thorough analysis of the data presented in Chapter IV and interpreted in the various sections of that chapter leads to the following conclusions:

1. Flexibility with respect to the admission policies within a business unit is a consequence of whether or not it is accredited as well as the length of time it has been accredited.
2. The accredited schools of business do not have an articulation agreement with other institutions which identifies courses which are identified for transfer credit purposes.
3. The accredited schools of business have established definitely high retention standards for their students. They generally have different standards of retention for students in the business program as compared to those for retention of students in other disciplines.
4. The accreditation of a business unit depends very heavily upon the rank and size of its faculty. The more a business unit has assistant and associate professors, the better is its chances of becoming accredited.
5. The initial accreditation of a business unit is somewhat dependent upon the merit of its faculty members in terms of

whether or not they have relevant business experience in industry, government, or public accounting. However, this variable becomes less important as the length of time the business unit has been accredited increases.

6. The accreditation of a business unit strongly depends upon the educational attainment of its faculty members. If a business unit has a high percentage of its faculty members holding terminal degrees, the better chances it has for obtaining accreditation. This would also be a favorable aspect for it being elevated from departmental to school status.
7. The accreditation of a business unit moderately depends upon the number of its faculty members also holding professional certification, particularly the Certified Public Accountant Certificate.
8. The accreditation of a business unit is not affected by the level of the business program offered at the schools in this study.
9. The accreditation of a business unit is not affected by the number of different disciplines the unit offers. However, the number of students enrolled in the business unit is an influencing factor for accreditation. The same would no doubt be true of a department of business seeking school status.
10. The accreditation of a business unit is definitely affected by the total number of credit hours taught in the different

disciplines of the business undergraduate program. A department of business working toward its elevation to school status should be mindful of this fact.

11. The number of credit hours required of the undergraduate student for graduation is similar for all schools included in the study and therefore, this variable does not appear to play a significant role in the accreditation process. It can be assumed that this variable would not be a major issue for a department of business expecting to be elevated to the status of a school of business.

12. The teaching load of faculty members in terms of class room teaching hours per week is not significantly related to the length of time the schools of business in the study have been accredited. However, the average teaching load for faculty members in the Department of Business at Tuskegee Institute was 10.5 hours per week during the 1979-80 academic year. During this same period, the teaching load for the faculty members at the predominantly black school accredited for a relatively short period of time was 8.5 hours per week. This indicates that the average teaching load for faculty members in the Department of Business at Tuskegee Institute for this period was approximately 24% more than the average teaching load of faculty members at the predominantly black school accredited for a relatively short period of time. This is considered not to be a point of concern for accreditation or

school status because 12 to 15 teaching hours per week per faculty member in a business unit are considered to be normal for those faculty members teaching at the undergraduate level (the number of different preparations would be a point to consider when assigning the teaching load).

13. The average amount of funds disbursed for faculty members to attend professional meetings has no significant impact on accreditation nor the length of time the business unit has been accredited. It appears that the average amount of funds disbursed for faculty members to attend professional meetings is influenced by other factors, such as the basic budget, the availability of funds from grants or proposals. This is essentially true now in the Department of Business and will no doubt remain the same if the department is elevated to school status.

14. The average academic year (9-10 months) salary of the full time faculty is substantially higher for the accredited schools of business in the study than the average salary of full time faculty members in the Department of Business at Tuskegee Institute. The data collected on this variable indicate that the average salary for a faculty member in the Department of Business at Tuskegee Institute is approximately 23% less than the average salary of a faculty member at the business schools in the study accredited for a relatively short period of time and less than 29% of the average salary per academic year for all accredited schools included in the study. From these data

it can be concluded that the academic year salary for faculty members in the Department of Business at Tuskegee Institute is considerably less than that of the schools of business included in this study and conceivably less than that of the average national norm.

15. It is important for computer facilities to be available for use by students and faculty members in the business units. The type (batch, remote, or interactive) is not an important criterion for determining accreditation and presumably not essential for school status.

16. It is important for adequate computer software to be available for use by students and faculty members in the business units. As in the case of computer facilities, the type of computer software is not an important consideration for accreditation or school status.

17. The total number of bound volumes contained in a library's business collection is an important factor for accreditation purposes as it not only measures the quality of the business program, but also the quality of the business faculty members and their research interests. It is generally known that a library's business holdings must contain an adequate number of books, periodicals, and proceedings recommended by the faculty as necessary to support the instructional program. This is true whether or not the business unit is seeking accreditation or school status.

C. Recommendations

Based on the analysis of the data in Chapter IV, the interpretation of that data together with several of the conclusions reached in this chapter, from observations, and telephone and personal interviews with deans of the four schools included in this study, the following recommendations, which in effect form a plan, to elevate the Department of Business at Tuskegee Institute to a school of business and ultimately professional accreditation by the American Assembly of Collegiate Schools of Business are made:

1. The Department of Business should thoroughly review its admission policies to determine if there is a need for these policies to be different from admission policies for other disciplines at the Institute. The department should consider favorably only those graduates of accredited high schools whose grades and college ability test scores indicate that they can succeed in the areas in which they seek to enroll.
2. The department should review its standards for retention of weak students and should revise these standards if there are inconsistencies with retention standards of other disciplines at the Institute or with the retention standards of the accredited schools of business included in this study.
3. Tuskegee Institute should take the appropriate steps to increase the size of its business faculty and to increase the number of business faculty holding professional rank.
4. The number of faculty members in the Department of Business having relevant business experience should be increased.

5. In order for the Department of Business to be considered for elevation to school status, Tuskegee Institute must increase the number of business faculty holding terminal degrees.
6. The Department of Business should strongly encourage its faculty members to seek professional certification in specialized fields, particularly accounting. The department should consider the certification of applicants in its recruitment and selection process.
7. The Department of Business should concentrate its efforts on building and maintaining a quality undergraduate program. Once this is accomplished it should explore the possibility of expanding its program to the graduate level. The offering of graduate level courses would improve the department's chances of attracting qualified faculty members with terminal degrees, relevant business experience, and professional certification.
8. Tuskegee Institute has approximately 463 students enrolled in the Department of Business. This is 13.5 per cent of the total number of students enrolled at the Institute. The overall average for all schools included in the study is 14 per cent. If the Department of Business at Tuskegee Institute is elevated to school status, it should departmentalize and increase the number of its degree option programs. This move, with intensive recruitment efforts, would in all probability increase the number of students enrolled.

9. With an increased number of degree options, coupled with an increase in enrollment, the total number of credit hours taught in the different business disciplines will increase. This will necessitate additional teaching faculty, support staff, library resources, budget allocation, physical facilities, etc. The Department of Business should be cognizant of this fact and begin to plan in this direction.
10. The Department of Business should increase its efforts to attract senior faculty members who have a strong interest in research and development.
11. The average salary of the faculty members in the Department of Business at Tuskegee Institute is substantially lower than the average of the four accredited schools in the study. This indicates that if the Department of Business is to be staffed with quality faculty, considered essential for elevation to school status, it must improve salary offerings for faculty it will need to recruit as well as the salary offerings for its current present faculty members.
12. The computer facilities for use by students and faculty in the Department of Business are adequate at the present time. However, the Department of Business might consider providing interactive computer facilities for its students and faculty.
13. If the Department of Business is to be elevated to the status of a school of business, the library's business collection of books, periodicals, and proceedings must be increased. The

Institute's library business collection numbered between 1,000 to 1,999 bound volumes whereas the four accredited schools in the study had more than 3,500 bound volumes. The total number of volumes available in a library's business collection is an indication of the quality of the business program as well as the scholarly and research interests of the faculty.

14. The Institute should consider naming a dean or an administrative head for the proposed school of business. This person should be augmented by an associate or an assistant. The appointed dean or administrative head must exercise participating control. The American Assembly of Collegiate Schools of Business defines participating control as the ability of the dean of the unit holding or seeking accreditation to influence faculty resources, curriculum, and admissions so that all business administration programs are offered on a basis which is consistent with the standards.
15. The Institute should make plans to completely renovate Chambliss Business House. Additional office space, furniture, and associated equipment should be requested for the additional faculty members and support personnel in the event the department achieves school status.

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APPENDIX

APPENDIX A

QUESTIONNAIRE ON BUSINESS EDUCATION

1. Does your school have standards for admission to the undergraduate business program different from those for admission to programs in other disciplines?

   Yes ____

   No ____

2. Does your school have an articulation agreement with other institutions which identifies courses which will be identified for transfer purposes?

   Yes ____

   No ____

3. Does your school have standards for retention in the business program different from those for retention in programs in other disciplines?

   Yes ____

   No ____

1. Size and Rank of Faculty (Fill in the appropriate number in the space below with the full-time-teaching equivalents - FTE's):

	Full Time Teaching Equivalents	
	Full-Time	Part-Time
Professors	_____	_____
Associate Professors	_____	_____
Assistant Professors	_____	_____
Instructors	_____	_____
Teaching Assistants	_____	_____
Visiting Faculty	_____	_____
Other Teaching Personnel	_____	_____
TOTAL FTE'S	_____	_____

2. List the number of full-time faculty with relevant business experience of six months or more during the last five years.

	As Employee	As Consultant
Industry		
Public Accounting		
Government		
Private Business		
Other		
TOTAL		

3. Fill in the appropriate number in the spaces below to indicate the highest degree earned by each business faculty member on a full-time-teaching equivalent basis:

Degree	Full Time Faculty	Part Time Faculty	Other
Ph.D.			
DBA			
Ed.D			
L.L.M.			
J.D.			
Master's			
Bachelor's			
TOTAL			

b. Those above who also are (or hold):

Certified Public Accountants			
Certificates In Management Accounting			
Certified Internal Auditors			
Certified Data Processors			
Other			
TOTAL			

1. Business program is offered at:

   _____ Lower division only

   _____ Undergraduate level only

   _____ Both undergraduate and graduate levels

2. Number of students enrolled in the undergraduate business program at the beginning of the 1979-80 academic year:

Program	Full Time	Part Time
Accounting		
General Business		
Marketing		
Management Science		
Computer Science		
Organization Behavior		
Other:		
_____		
_____		
_____		
TOTAL		

3. Number of credit hours taught in business undergraduate programs during 1979-80 academic year. Check whether these hours are semester hours____, or quarter hours_____.

Programs	Hours
Accounting	
General Business	
Marketing	
Management Science	
Computer Science	
Organization Behavior	
Other:	
_____	

Programs	Hours
_____	_____
_____	_____
TOTAL	_____

4. Number of hours required and available to undergraduate business students for graduation

Course	Number of Hours Required	Number of Hours Available
Mathematics	_____	_____
Natural or Physical Sciences	_____	_____
Humanities	_____	_____
Behavorial Sciences	_____	_____
Nonbusiness and Noneconomics other than mathematics, natural and physical science, and behavorial science	_____	_____
Statistics	_____	_____
Economics	_____	_____
Business Law	_____	_____
Data Processing	_____	_____
All other business courses except introductory accounting	_____	_____
Introductory Accounting or its equivalent	_____	_____
TOTAL	_____	_____

5. Number of faculty members per category of classroom teaching hours per week.

Classroom Hours Per Week	Number of Faculty
6 or less	_____
7 - 9	_____
10 - 12	_____
13 - 15	_____
More than 15	_____

6. What was the average amount disbursed (from all sources) per faculty

member to attend professional meetings during the 1979-80 academic year? 67

Less than $100	_____	$500 - $699	_____
$100 - $299	_____	$700 - $899	_____
$300 - $499	_____	$900 or more	_____

7. Indicate the contract salary for a 9-10 month academic year for the current full-time business faculty.

Range	Number Within Range
Less than $14,000	_____
$14,000 - $17,999	_____
$18,000 - $21,999	_____
$22,000 - $25,999	_____
$26,000 - $29,999	_____
$30,000 or more	_____

8. What kind of computer facilities are available for use by students and faculty in the business unit?

	Yes	No
Batch - System receives, processes, and outputs data constituting a discrete job.	___	___
Remote Batch - System enables users at remote locations to enter data into and receive output from a central computer.	___	___
Interactive - System enables multiple users to interact with the computer conversationally	___	___

9. How do students use the computer?

	Yes	No
Audit software	___	___
Programming	___	___
Simulation/Modeling	___	___

10. Indicate the number of bound volumes contained in library's business collection.

Unknown	_____	1,000 - 1,999	_____
Less than 200	_____	2,000 - 3,499	_____
200 - 499	_____	3,500 or more	_____
500 - 999	_____		

TABLE 1

STANDARD FOR ADMISSION TO THE UNDERGRADUATE BUSINESS PROGRAM DIFFERENT FROM THOSE FOR ADMISSIONS TO PROGRAMS IN OTHER DISCIPLINES

SCHOOLS / RESPONSE	LONG ACR WHITE	SHORT AC WHITE	LONG ACR BLACK	SHORT AC BLACK	TUSKEGEE INSTITUTE	TOTAL
YES		✓	✓	✓		3 (60%)
NO	✓				✓	2 (40%)
TOTAL						5

TABLE 2

AGREEMENT WITH OTHER INSTITUTIONS IDENTIFYING COURSES FOR TRANSFER PURPOSES

SCHOOLS / RESPONSE	LONG ACR WHITE	SHORT AC WHITE	LONG ACR BLACK	SHORT AC BLACK	TUSKEGEE INSTITUTE	TOTAL
YES						0
NO	✓	✓	✓	✓	✓	5 (100%)
TOTAL						5

TABLE 3

STANDARD FOR RETENTION IN THE BUSINESS PROGRAM
DIFFERENT FROM THOSE FOR RETENTION
IN THREE DISCIPLINES

SCHOOLS / RESPONSES	LONG ACR WHITE	SHORT AC WHITE	LONG ACR BLACK	SHORT AC BLACK	TUSKEGEE INSTITUTE	TOTAL
YES	✓		✓			2 (40%)
NO		✓		✓	✓	3 (60%)
TOTAL						5

TABLE 4(a)
SIZE AND RANKS OF FACULTY
FULL TIME TEACHING EQUIVALENTS
(FULL TIME/PART TIME COMBINED)

71

KEY 1=OTHER 2=VISITING FACULTY 3=TEACHING ASSISTANTS
4=INSTRUCTORS 5=ASSISTANT PROFESSORS
6=ASSOCIATE PROFESSORS 7=PROFESSORS

TABLE OF RANKS BY SCHOOLS

RANKS / SCHOOLS	INST	SHORT AC BLACK	LONG ACR BLACK	SHORT AC WHITE	LONG ACR WHITE	TOTAL
1 OTHER	0	0	0	0	7	7
	0.00	0.00	0.00	0.00	2.20	2.20
	0.00	0.00	0.00	0.00	100.00	
	0.00	0.00	0.00	0.00	5.93	
2 VISITING FACULTY	0	1	3	0	3	8
	0.00	0.32	1.42	0.00	0.95	2.69
	0.00	11.76	52.94	0.00	35.29	
	0.00	2.22	12.33	0.00	2.52	
3 TEACHING ASSISTANTS	0	0	0	18	23	33
	0.00	0.00	0.00	3.07	7.27	10.34
	0.00	0.00	0.00	29.56	73.34	
	0.00	0.00	0.00	9.26	19.33	
4 INSTRUCTORS	8	5	4	8	9	34
	2.53	1.58	1.27	2.53	2.85	10.75
	23.53	14.71	11.76	23.53	26.47	
	72.73	11.11	10.96	7.64	7.56	
5 ASSISTANT PROFESSORS	2	15	12	42	14	85
	0.63	4.74	3.80	13.29	4.43	26.88
	2.35	17.65	14.12	49.41	16.47	
	18.18	33.33	32.00	40.11	11.76	
6 ASSOCIATE PROFESSORS	1	16	8	26	19	70
	0.32	5.06	2.53	8.22	6.01	22.14
	1.43	22.86	11.43	37.14	27.14	
	9.09	35.56	21.92	24.83	15.97	
7 PROFESSORS	0	8	8	19	44	79
	0.00	2.53	2.53	6.01	13.04	24.91
	0.00	10.16	10.16	24.13	55.56	
	0.00	17.78	21.92	18.15	36.70	
TOTAL	11	45	37	105	119	316
	3.49	14.23	11.54	33.11	37.63	100.00

NOTE: PCT = PERCENT

TABLE 4(b)
SIZE AND RANKS OF FACULTY
FULL TIME TEACHING EQUIVALENTS
(FULL TIME/PART TIME COMBINED)

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	77.342	DF= 18	PROB=0.0001
PHI	0.503		
CONTINGENCY COEFFICIENT	0.450		
CRAMER'S V	0.291		
LIKELIHOOD RATIO CHISQUARE	85.640	DF= 18	PROB=0.0001
GAMMA	-0.012	ASE1= 0.368	
KENDALL'S TAU-B	-0.009		
STUART'S TAU-C	-0.009	ASE1= 0.051	
SOMER'S D C|R	-0.009	ASE1= 0.048	
SOMER'S D R|C	-0.010	ASE1= 0.055	
PRODUCT MOMENT CORRELATION	-0.030		
SPEARMAN CORRELATION	-0.009		
LAMBDA ASYMMETRIC C|R	0.196		
LAMBDA ASYMMETRIC R|C	0.133		
LAMBDA SYMMETRIC	0.165		
UNCERTAINTY COEFFICIENT C|R	0.110		
UNCERTAINTY COEFFICIENT R|C	0.084		
UNCERTAINTY COEFFICIENT SYM	0.095		

ASE1 IS THE ASYMPTOTIC STANDARD ERROR.
R|C MEANS ROW VAR DEPENDENT ON COLUMN VAR.

NOTE: CHI-SQUARE TEST AND OTHER STATISTICS ARE CALCULATED FOR THE DATA FOR FOUR ACCREDITED SCHOOLS. THE DATA FOR TUSKEGEE INSTITUTE'S DEPARTMENT OF BUSINESS WERE NOT INCLUDED IN THE CALCULATIONS OF THESE STATISTICS AS THIS DEPARTMENT IS NOT ACCREDITED.

TABLE 5 (a)

RELEVANT BUSINESS EXPERIENCE OF SIX MONTHS OR MORE OF FULL TIME FACULTY DURING THE LAST FIVE YEARS (AS AN EMOLOYEE AND CONSULTANT COMBINED) 73

****

* KEY 1=OTHER 2=PRIVATE BUSINESS 3=GOVERNMENT *
* 4=PUBLIC ACCOUNTING 5=INDUSTRY EXEP=EXEPERIENCE *

****

TABLE OF EXEP BY SCHOOLS

EXPERIENCE SCHOOLS

FREQUENCY / PERCENT / ROW PCT / COL PCT	TUSKEGEE INST	SHORT AC BLACK	LONG ACR BLACK	SHCRT AC WHITE	LONG ACR WHITE	TOTAL
1	0	0	4	0	2	4
	0.00	0.00	3.28	0.00	.	3.28
OTHER	0.00	0.00	100.00	0.00	.	
	0.00	0.00	16.67	0.00	.	
2	3	3	5	11	0	22
	2.46	2.46	4.10	9.02	.	18.03
PRIVATE BUSINESS	13.64	13.64	22.73	50.00	.	
	75.00	10.71	20.83	16.67	.	
3	0	2	3	14	0	19
	0.00	1.64	2.46	11.48	.	15.57
GOVERNMENT	0.00	10.53	15.79	73.68	.	
	0.00	7.14	12.50	21.21	.	
4	1	2	6	6	0	15
	0.82	1.64	4.92	4.92	.	12.30
PUBLIC ACCOUNTING	6.67	13.33	40.00	40.00	.	
	25.00	7.14	25.00	9.09	.	
5	0	21	6	35	0	62
	0.00	17.21	4.92	28.69	.	50.82
INDUSTRY	0.00	33.87	9.68	56.45	.	
	0.00	75.00	25.00	53.03	.	
TOTAL	4	28	24	66	.	122
	3.28	22.95	19.67	54.10	.	100.00

TABLE 5(b)

RELEVANT BUSINESS EXPERIENCE OF SIX MONTHS OR MORE OF FULL TIME FACULTY DURING THE LAST FIVE YEARS (AS AN EMOLOYEE AND CONSULTANT COMBINED)

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	29.779	DF= 8	PROB=0.0202
PHI	0.502		
CONTINGENCY COEFFICIENT	0.449		
CRAMER'S V	0.355		
LIKELIHOOD RATIO CHISQUARE	26.978	DF= 8	PROB=0.0007
GAMMA	-0.091	ASE1= 0.125	
KENDALL'S TAU-B	-0.059		
STUART'S TAU-C	-0.055	ASE1= 0.075	
SOMER'S D C|R	-0.056	ASE1= 0.077	
SOMER'S D R|C	-0.062	ASE1= 0.085	
PRODUCT MOMENT CORRELATION	-0.054		
SPEARMAN CORRELATION	-0.068		
LAMBDA ASYMMETRIC C|R	0.077		
LAMBDA ASYMMETRIC R|C	0.000		
LAMBDA SYMMETRIC	0.037		
UNCERTAINTY COEFFICIENT C|R	0.115		
UNCERTAINTY COEFFICIENT R|C	0.088		
UNCERTAINTY COEFFICIENT SYM	0.100		

ASE1 IS THE ASYMPTOTIC STANDARD ERROR.
R|C MEANS ROW VAR DEPENDENT ON COLUMN VAR.

NOTE: CHI-SQUARE TEST AND OTHER STATISTICS ARE CALCULATED FOR THE DATA FOR FOUR ACCREDITED SCHOOLS. THE DATA FOR TUSKEGEE INSTITUTE'S DEPARTMENT OF BUSINESS WERE NOT INCLUDED IN THE CALCULATIONS OF THESE STATISTICS AS THIS DEPARTMENT IS NOT ACCREDITED.

TABLE 6(a)
EDUCATIONAL LEVEL OF THE FACULTY MEMBERS
FULL TIME TEACHING EQUIVALENTS
(FULL TIME AND PART TIME COMBINED)

****
* KEY 1=BACHELORS 2=MASTERS 3=J.D. 4=ED.D. *
* 5=D.B.A. 6=PH.D. EDUC=EDUCATION *
****

TABLE OF EDUC BY SCHOOLS

EDUCATION SCHOOLS

FREQUENCY / PERCENT / ROW PCT / COL PCT	TUSKEGEE INST	SHORT AC BLACK	LONG ACC BLACK	SHORT AC WHITE	LONG ACC WHITE	TOTAL
1	0	2	0	10	9	21
	0.00	0.63	0.00	3.06	2.84	6.54
BACHELORS	0.00	9.66	0.00	46.86	43.48	
	0.0	4.44	0.0	9.26	7.53	
2	8	7	18	15	28	75
	2.53	2.21	5.53	4.74	8.68	23.68
MASTERS	10.67	9.33	23.33	20.00	36.67	
	72.73	15.56	47.95	14.33	23.01	
3	1	2	1	3	8	15
	0.32	0.63	0.32	0.79	2.62	4.66
J.D.	6.78	13.56	6.78	16.95	55.93	
	9.09	4.44	2.74	2.39	6.93	
4	1	2	2	1	1	7
	0.32	0.63	0.63	0.32	0.32	2.21
Ed.D.	14.29	28.57	28.57	14.29	14.29	
	9.09	4.44	5.48	0.96	0.84	
5	0	3	1	7	3	14
	0.00	0.95	0.32	2.21	0.95	4.42
D.B.A.	0.00	21.43	7.14	50.00	21.43	
	0.0	6.67	2.74	6.69	2.51	
6	1	29	15	70	71	185
	0.32	9.16	4.74	21.95	22.34	58.49
Ph.D.	0.54	15.65	8.10	37.52	38.19	
	9.09	64.44	41.10	66.38	59.21	
TOTAL	11	45	37	105	123	317
	3.47	14.21	11.53	33.06	37.73	100.00

TABLE 6 (b)
EDUCATIONAL LEVEL OF THE FACULTY MEMBERS
FULL TIME TEACHING EQUIVALENTS
(FULL TIME AND PART TIME COMBINED)

KEY 1= BACHELORS 2=MASTERS 3=J.D. 4=ED.D.
5=D.B.A. 6=PH.D. EDUC=EDUCATION

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	32.533	DF= 15	PROB=0.0054
PHI	0.326		
CONTINGENCY COEFFICIENT	0.310		
CRAMER'S V	0.188		
LIKELIHOOD RATIO CHISQUARE	32.137	DF= 15	PROB=0.0062
GAMMA	-0.013	ASE1= 0.376	
KENDALL'S TAU-B	-0.008		
STUART'S TAU-C	-0.007	ASE1= 0.242	
SOMER'S D C|R	-0.009	ASE1= 0.054	
SOMER'S D R|C	-0.007	ASE1= 0.345	
PRODUCT MOMENT CORRELATION	-0.024		
SPEARMAN CORRELATION	-0.009		
LAMBDA ASYMMETRIC C|R	0.031		
LAMBDA ASYMMETRIC R|C	0.021		
LAMBDA SYMMETRIC	0.027		
UNCERTAINTY COEFFICIENT C|R	0.041		
UNCERTAINTY COEFFICIENT R|C	0.045		
UNCERTAINTY COEFFICIENT SYM	0.043		

ASE1 IS THE ASYMPTOTIC STANDARD ERROR.
R|C MEANS ROW VAR DEPENDENT ON COLUMN VAR.

NOTE: CHI-SQUARE TEST AND OTHER STATISTICS ARE CALCULATED FOR THE DATA FOR FOUR ACCREDITED SCHOOLS. THE DATA FOR TUSKEGEE INSTITUTE'S DEPARTMENT OF BUSINESS WERE NOT INCLUDED IN THE CALCULATIONS OF THESE STATISTICS AS THIS DEPARTMENT IS NOT ACCREDITED.

TABLE 7

PROFESSIONAL CERTIFICATION OF THE FACULTY MEMBERS
(FULL TIME AND PART TIME FACULTY MEMBERS COMBINED)

SCHOOLS PROFESSIONAL CERTIFICATION	LONG ACR WHITE	SHORT AC WHITE	LONG ACR BLACK	SHORT AC BLACK	TUSKEGEE INSTITUTE	TOTAL
CERTIFIED PUBLIC ACCOUNTANTS	12 40% 86%	4 13% 100%	7 23% 88%	6 20% 100%	1 4% 100%	30 91%
CERTIFICATES IN MANAGEMENT ACCOUNTING	2 100% 14%	-	-	-	-	2 6%
CERTIFIED INTERNAL AUDITORS	0	-	-	-	-	
CERTIFIED DATA PRAENAS	0	-	-	-	-	
OTHER	0	-	1 100% 12%	-	-	1 3%
TOTAL	14 42%	4 12%	8 24%	6 18%	1 4%	33 100%

ROW PERCENTS AND COLUMN PERCENTS ARE ALSO GIVEN IN THIS TABLE.

TABLE 8

LEVEL OF BUSINESS PROGRAM

SCHOOLS / LEVEL	LONG ACR WHITE	SHORT AC WHITE	LONG ACR BLACK	SHORT AC BLACK	TUSKEGEE INSTITUTE	
LOWER LEVEL						
UNDERGRADUATE LEVEL				✓	✓	
BOTH UNDER-GRADUATE AND GRADUATE LEVEL	✓	✓	✓			

TABLE 9(a)

NUMBER OF STUDENTS ENROLLED IN THE UNDERGRADUATE BUSINESS PROGRAM AT THE BEGINNING OF THE 1979-80 ACADEMIC YEAR (FULL TIME/PART STUDENTS COMBINED)

KEY 1=OTHER(BANKING FINANCE ECONOMICS REAL ESTATE ETC) 2=ORGANIZATIONAL BEHAVIOR 3=MANAGEMENT SCIENCE 4=MARKETING 5=GENERAL BUSINESS 6=ACCOUNTING

TABLE OF PROGRAM BY SCHOOLS

PROGRAM / SCHOOLS FREQUENCY PERCENT ROW PCT COL PCT	TUSKEGEE INST	SHORT ACR BLACK	LONG ACR BLACK	SHORT ACR WHITE	LONG ACR WHITE	TOTAL
1 OTHER	0 0.00 0.00 0.00	226 3.86 22.20 19.14	205 3.50 20.14 20.46	223 3.81 21.91 20.22	364 6.22 35.76 17.29	1018 17.39
2 ORGANIZATIONAL BEHAVIOR	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	115 1.96 100.00 5.46	115 1.96
3 MANAGEMENT SCIENCE	34 0.58 14.29 7.34	2 0.00 0.00 0.00	0 0.00 0.00 0.00	142 2.43 59.66 12.87	60 1.00 25.25 2.85	238 4.07
4 MARKETING	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	303 5.18 40.51 27.47	445 7.62 59.49 21.14	748 12.78
5 GENERAL BUSINESS	295 5.04 15.72 63.71	615 10.51 32.77 52.07	571 9.75 30.42 56.99	118 2.02 6.29 10.70	278 4.75 14.81 13.21	1877 32.06
6 ACCOUNTING	134 2.29 7.21 28.94	340 5.81 18.30 28.79	226 3.86 12.16 22.55	317 5.42 17.06 28.74	841 14.37 45.26 39.95	1858 31.74
TOTAL	463 7.91	1181 20.17	1002 17.12	1103 18.84	2105 35.96	5854 100.00

TABLE 9(b)

NUMBER OF STUDENTS ENROLLED IN THE UNDERGRADUATE BUSINESS PROGRAM
AT THE BEGINNING OF THE 1979-80 ACADEMIC YEAR
(FULL TIME/PART STUDENTS COMBINED)

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**********************************************************
* KEY 1=OTHER(BANKING FINANCE ECONOMICS REAL ESTATE ETC) *
*     2=ORGANIZATIONAL BEHAVIOR 3=MANAGEMENT SCIENCE     *
*     4=MARKETING 5=GENERAL BUSINESS 6=ACCOUNTING        *
**********************************************************
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STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	1905.377	DF= 15	PROB=0.0001
PHI	0.595		
CONTINGENCY COEFFICIENT	0.511		
CRAMER'S V	0.343		
LIKELIHOOD RATIO CHISQUARE	2165.647	DF= 15	PROB=0.0001
GAMMA	-0.049	ASE1= 0.015	
KENDALL'S TAU-B	-0.036		
STUART'S TAU-C	-0.036	ASE1= 0.011	
SOMER'S D C|R	-0.036	ASE1= 0.011	
SOMER'S D R|C	-0.037	ASE1= 0.012	
PRODUCT MOMENT CORRELATION	-0.061		
SPEARMAN CORRELATION	-0.038		
LAMBDA ASYMMETRIC C|R	0.127		
LAMBDA ASYMMETRIC R|C	0.169		
LAMBDA SYMMETRIC	0.149		
UNCERTAINTY COEFFICIENT C|R	0.152		
UNCERTAINTY COEFFICIENT R|C	0.133		
UNCERTAINTY COEFFICIENT SYM	0.142		

ASE1 IS THE ASYMPTOTIC STANDARD ERROR.
R|C MEANS ROW VAR DEPENDENT ON COLUMN VAR.

NOTE: CHI-SQUARE TEST AND OTHER STATISTICS ARE CALCULATED FOR THE DATA FOR FOUR ACCREDITED SCHOOLS. THE DATA FOR TUSKEGEE INSTITUTE'S DEPARTMENT OF BUSINESS WERE NOT INCLUDED IN THE CALCULATIONS OF THESE STATISTICS AS THIS DEPARTMENT IS NOT ACCREDITED.

TABLE 10(a)

NUMBER OF CREDIT HOURS TAUGHT IN THE DIFFERENT DISCIPLINES OF THE BUSINESS UNDERGRADUATE PROGRAMS DURING 1979-82 ACADEMIC YEAR(SEMESTER HOURS INCLUDING SUMMER SCHOOLS)

****

* KEY 1=OTHER BANKING FINANCE INSURANCE LEGAL STUDIES ETC *
* 2=MANAGEMENT 3=MARKETING 4=GENERAL BUSINESS 5=ACCOUNTING*

****

TABLE OF PROGRAMS BY SCHOOLS

PROGRAMS / SCHOOLS

FREQUENCY / PERCENT / ROW PCT / COL PCT	TUSKEGEE INST	SHORT ACC BLACK	LONG ACC BLACK	SHORT ACC WHITE	LONG ACC WHITE	TOTAL
1 OTHER	0 0.00 0.00 0.00	10395 3.61 11.06 22.00	12551 4.36 13.35 22.00	24537 8.53 26.11 32.62	46533 16.17 49.49 48.95	93983 32.67
2 MANAGEMENT	4063 1.41 8.04 30.95	7563 2.63 14.96 16.00	6846 2.38 13.55 12.00	18553 6.45 36.72 24.66	13533 4.69 26.72 14.21	50519 17.56
3 MARKETING	3 0.00 0.01 0.00	3308 1.15 10.94 7.00	3993 1.39 13.21 7.00	9423 3.28 31.19 12.53	13533 4.69 44.66 14.21	30229 10.51
4 GENERAL BUSINESS	4449 1.55 7.87 33.89	16537 5.75 29.26 35.00	20539 7.14 36.34 36.00	8000 2.78 14.15 10.64	7333 2.43 12.38 7.37	56524 19.65
5 ACCOUNTING	4615 1.60 8.13 35.16	9450 3.29 16.76 20.00	13121 4.56 23.27 23.00	14708 5.11 26.08 19.55	14533 5.04 25.71 15.26	56394 19.61
TOTAL	13127 4.56	47253 16.43	57049 19.83	75223 26.15	95333 33.23	287649 100.00

TABLE 16(b)
NUMBER OF CREDIT HOURS TAUGHT IN THE DIFFERENT DISCIPLINES OF THE BUSINESS UNDERGRADUATE PROGRAMS DURING 1979-80 ACADEMIC YEAR(SEMESTER HOURS INCLUDING SUMMER SCHOOLS)

KEY 1=OTHER BANKING FINANCE INSURANCE LEGAL STUDIES ETC 2=MANAGEMENT 3=MARKETING 4=GENERAL BUSINESS 5=ACCOUNTING

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	42943.923	DF= 12	PROB=0.0001
PHI	0.396		
CONTINGENCY COEFFICIENT	0.368		
CRAMER'S V	0.228		
LIKELIHOOD RATIO CHISQUARE	42303.019	DF= 12	PROB=0.0001
GAMMA	-0.273	ASE1= 0.002	
KENDALL'S TAU-B	-0.209		
STUART'S TAU-C	-0.209	ASE1= 0.002	
SOMER'S D C|R	-0.204	ASE1= 0.002	
SOMER'S D R|C	-0.214	ASE1= 0.002	
PRODUCT MOMENT CORRELATION	-0.248		
SPEARMAN CORRELATION	-0.251		
LAMBDA ASYMMETRIC C|R	0.105		
LAMBDA ASYMMETRIC R|C	0.079		
LAMBDA SYMMETRIC	0.091		
UNCERTAINTY COEFFICIENT C|R	0.057		
UNCERTAINTY COEFFICIENT R|C	0.050		
UNCERTAINTY COEFFICIENT SYM	0.053		

ASE1 IS THE ASYMPTOTIC STANDARD ERROR.
R|C MEANS ROW VAR DEPENDENT ON COLUMN VAR.

NOTE: CHI-SQUARE TEST AND OTHER STATISTICS ARE CALCULATED FOR THE DATA FOR FOUR ACCREDITED SCHOOLS. THE DATA FOR TUSKEGEE INSTITUTE'S DEPARTMENT OF BUSINESS WERE NOT INCLUDED IN THE CALCULATIONS OF THESE STATISTICS AS THIS DEPARTMENT IS NOT ACCREDITED.

TABLE 11(a)

NUMBER OF HOURS REQUIRED FOR UNDERGRADUATE BUSINESS STUDENTS FOR GRADUATION

KEY 1=INTP ACC 2=OTHER BUS COURSES 3=DATA PROC 4= BUS LAW
5=ECONOMICS 6=STATISTICS 7=NONBUSINESS/NONECONOMICS

8=BEHAVIORAL SCIENCES 9=HUMANITIES 10=MATHEMATICS

TABLE OF COURSES BY SCHOOLS

COURSES	SCHOOLS					
FREQUENCY / PERCENT / ROW PCT / COL PCT	TUSKEGEE INST	SHORT AC BLACK	LONG ACR BLACK	SHORT AC WHITE	LONG ACR WHITE	TOTAL
1 INTRODUCTION TO ACCOUNTING	8 1.30 24.24 7.02	8 1.30 24.24 6.56	6 0.98 18.18 4.80	5 0.81 15.15 3.82	6 0.98 18.18 4.92	33 5.37
2 OTHER BUSINESS COURSES	53 8.45 26.86 50.88	55 8.96 19.78 45.08	52 8.47 18.71 41.60	58 9.45 20.86 44.27	55 8.96 19.78 45.08	273 45.28
3 DATA PROCESSING	3 0.49 21.43 2.63	3 0.49 21.43 2.46	3 0.40 21.43 2.40	2 0.33 14.29 1.53	3 0.49 21.43 2.46	14 2.28
4 BUSINESS LAW	3 0.49 20.00 2.63	3 0.49 20.00 2.46	3 0.49 20.00 2.40	3 0.49 20.00 2.29	3 0.49 20.00 2.46	15 2.44
5 ECONOMICS	6 0.98 16.67 5.26	8 1.30 22.22 6.56	6 0.98 16.67 4.80	7 1.14 19.44 5.34	9 1.47 25.00 7.38	36 5.86
6 STATISTICS	6 0.98 25.00 5.26	6 0.98 25.00 4.92	3 0.49 12.50 2.40	3 0.49 12.50 2.29	6 0.98 25.00 4.92	24 3.91
7 NONBUSINESS NONECONOMICS	12 1.95 9.84 10.53	14 2.28 11.48 11.48	35 5.70 28.69 28.00	33 5.37 27.05 25.19	28 4.56 22.95 22.95	122 19.87
8 BEHAVIORAL SCIENCES	0 0.00 0.00 0.00	9 1.47 50.00 7.38	3 0.49 16.67 2.40	3 0.49 16.67 2.29	3 0.49 16.67 2.46	18 2.93
9 HUMANITIES	9 0.98 19.75 5.26	8 1.30 25.00 6.56	8 1.30 25.00 6.40	7 1.14 21.88 5.34	3 0.49 9.38 2.46	32 5.21
10 MATHEMATICS	12 1.95 28.57 10.53	8 1.30 19.05 6.56	6 0.98 14.29 4.80	10 1.63 23.81 7.63	6 0.98 14.29 4.92	42 6.84
TOTAL	114 18.57	122 19.87	125 20.36	131 21.34	122 19.87	614 100.00

TABLE 11 (b)
NUMBER OF HOURS REQUIRED FOR UNDERGRADUATE BUSINESS STUDENTS FOR GRADUATION

KEY 1=INTP ACC 2=OTHER BUS COURSES 3=DATA PROC 4= BUS LAW
5=ECONOMICS 6=STATISTICS 7=NONBUSINESS/NONECONOMICS
8=BEHAVIORAL SCIENCES 9=HUMANITIES 10=MATHEMATICS

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	23.698	DF= 27	PROB=0.647@
PHI	0.213		
CONTINGENCY COEFFICIENT	0.213		
CRAMER'S V	0.126		
LIKELIHOOD RATIO CHISQUARE	24.311	DF= 27	PROB=0.6130
GAMMA	-0.006	ASE1= 0.349	
KENDALL'S TAU-B	-0.@07		
STUART'S TAU-C	-0.007	ASE1= 0.037	
SOMER'S D C|R	-0.007	ASE1= 0.037	
SOMER'S D R|C	-0.0@7	ASE1= 0.037	
PRODUCT MOMENT CORRELATION	-0.010		
SPEARMAN CORRELATION	-0.009		
LAMBDA ASYMMETRIC C|R	0.049		
LAMBDA ASYMMETRIC R|C	0.000		
LAMBDA SYMMETRIC	0.029		
UNCERTAINTY COEFFICIENT C|R	0.019		
UNCERTAINTY COEFFICIENT R|C	0.014		
UNCERTAINTY COEFFICIENT SYM	0.016		

ASE1 IS THE ASYMPTOTIC STANDARD ERROR.
R|C MEANS ROW VAR DEPENDENT ON COLUMN VAR.

NOTE: CHI-SQUARE TEST AND OTHER STATISTICS ARE CALCULATED FOR THE DATA FOR FOUR ACCREDITED SCHOOLS. THE DATA FOR TUSKEGEE INSTITUTE'S DEPARTMENT OF BUSINESS WERE NOT INCLUDED IN THE CALCULATIONS OF THESE STATISTICS AS THIS DEPARTMENT IS NOT ACCREDITED.

TABLE 12 (a)
NUMBER OF FACULTY MEMBERS PER CATEGORY OF CLASS ROOM TEACHING HOURS PER WEEK

KEY 1=13 OR MORE HOURS 2=10 TO 12 HOURS
3=7 TO 9 HOURS 4=6 HOURS OR LESS

TABLE OF HOURS BY SCHOOLS

HOURS / FREQUENCY / PERCENT / ROW PCT / COL PCT	TUSE INST	GEE SHORT ACC PLACE	LONG ACC BLACK	SHORT ACC WHITE	LONG ACC WHITE	TOTAL
1 13 OR MORE HOURS	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.56 100.00 1.06	0 . . .	1 0.56
2 10 TO 12 HOURS	9 5.08 10.84 90.00	11 6.21 13.25 26.83	10 10.17 21.69 50.25	45 25.42 54.22 47.87	0 . . .	83 46.89
3 7 TO 9 HOURS	0 0.00 0.00 0.00	24 13.56 36.36 58.54	12 6.78 18.18 37.50	30 16.95 45.45 31.91	0 . . .	66 37.29
4 6 HOURS OR LESS	1 0.56 3.70 10.00	6 3.39 22.22 14.63	2 1.13 7.41 6.25	18 10.17 66.67 19.15	0 . . .	27 15.25
TOTAL	10 5.65	41 23.16	32 18.08	94 53.11	. .	177 100.00

TABLE 12(b)
NUMBER OF FACULTY MEMBERS PER CATEGORY OF CLASS ROOM
TEACHING HOURS PER WEEK

****
* KEY 1=13 OR MORE HOURS 2=10 TO 12 HOURS *
* 3=7 TO 9 HOURS 4=6 HOURS OR LESS *
****

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	12.645	DF= 6	PROB=0.0490
PHI	0.275		
CONTINGENCY COEFFICIENT	0.265		
CRAMER'S V	0.195		
LIKELIHOOD RATIO CHISQUARE	13.483	DF= 6	PROB=0.0360
GAMMA	-0.129	ASE1=	0.112
KENDALL'S TAU-B	-0.079		
STUART'S TAU-C	-0.071	ASE1=	0.063
SOMER'S D C|R	-0.076	ASE1=	0.068
SOMER'S D R|C	-0.081	ASE1=	0.071
PRODUCT MOMENT CORRELATION	-0.079		
SPEARMAN CORRELATION	-0.083		
LAMBDA ASYMMETRIC C|R	0.000		
LAMBDA ASYMMETRIC R|C	0.140		
LAMBDA SYMMETRIC	0.078		
UNCERTAINTY COEFFICIENT C|R	0.041		
UNCERTAINTY COEFFICIENT R|C	0.039		
UNCERTAINTY COEFFICIENT SYM	0.040		

ASE1 IS THE ASYMPTOTIC STANDARD ERROR.
R|C MEANS ROW VAR DEPENDENT ON COLUMN VAR.

NOTE: CHI-SQUARE TEST AND OTHER STATISTICS ARE CALCULATED FOR THE DATA FOR FOUR ACCREDITED SCHOOLS. THE DATA FOR TUSKEGEE INSTITUTE'S DEPARTMENT OF BUSINESS WERE NOT INCLUDED IN THE CALCULATIONS OF THESE STATISTICS AS THIS DEPARTMENT IS NOT ACCREDITED.

TABLE 13

AVERAGE AMOUNT DISBURSED (FROM ALL SOURCES)
PER FACULTY MEMBER TO ATTEND PROFESSIONAL
MEETINGS DURING THE 1979-80 ACADEMIC YEAR

SCHOOLS RANGE	LONG ACR WHITE	SHORT AC WHITE	LONG ACR BLACK	SHORT AC BLACK	TUSKEGEE INSTITUTE	TOTAL
LESS THAN $100			✓			
$100 - $299		✓				
$300 - $500	-	-	-	-	-	-
$500 - $699	-	-	-	✓	✓	-
$700 - $899	✓					
$900 OR MORE	-	-	-	-	-	-

TABLE 14(a)
ACADEMIC YEAR SALARY (9-10 MONTHS) CONTRACT SALARY OF THE FULL TIME BUSINESS FACULTY


```
**********************************************************************
* KEY 1=$30000 OR MORE 2=$26000 TO $29999 3=$22000 TO $25999 *
*      4=$18000 TO $21999 5=$14000 TO $17999 6=LESS THAN $14000*
**********************************************************************
```

TABLE OF SALARY BY SCHOOLS

SALARY SCHOOLS

FREQUENCY / PERCENT / ROW PCT / COL PCT	TUSKEGEE INST	SHORT AC BLACK	LONG ACR BLACK	SHORT AC WHITE	LONG ACR WHITE	TOTAL
1 $30,000 OR MORE	0 0.00 0.00 0.00	1 0.39 2.27 2.50	0 0.00 0.00 0.00	10 3.92 22.73 11.36	33 12.94 75.00 38.82	44 17.25
2 $26,000 TO $29,999	0 0.00 0.00 0.00	3 1.18 5.26 7.50	3 1.18 5.26 9.38	24 9.41 42.11 27.27	27 10.59 47.37 31.76	57 22.35
3 $22,000 TO $25,999	1 0.39 1.13 10.00	20 7.84 23.53 50.00	13 5.10 15.29 40.63	32 12.55 37.65 36.36	19 7.45 22.35 22.35	85 33.33
4 $18,000 TO $21,999	1 0.39 2.56 10.00	11 4.31 28.21 27.50	9 3.53 23.08 28.13	13 5.10 33.33 14.77	5 1.96 12.82 5.88	39 15.29
5 $14,000 TO $17,999	8 3.14 28.57 80.00	5 1.96 17.86 12.50	6 2.35 21.43 18.75	8 3.14 28.57 9.09	1 0.39 3.57 1.18	28 10.98
6 LESS THAN $14,000	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.39 50.00 3.13	1 0.39 50.00 1.14	0 0.00 0.00 0.00	2 0.78
TOTAL	10 3.92	40 15.69	32 12.55	88 34.51	85 33.33	255 100.00

TABLE 14(b)
ACADEMIC YEAR SALARY (9-10 MONTES) CONTRACT SALARY OF THE FULL TIME BUSINESS FACULTY

```
**********************************************************************
* KEY 1=$30000 OR MORE 2=$26000 TO $29999 3=$22000 TO $25999 *
*     4=$18000 TO $21999 5=$14000 TO $17999 6=LESS THAN$14000*
**********************************************************************
```

STATISTICS FOR 2-WAY TABLES

CHI-SQUARE	76.688	DF= 15	PROB=0.0001
PHI	0.559		
CONTINGENCY COEFFICIENT	0.488		
CRAMER'S V	0.323		
LIKELIHOOD RATIO CHISQUARE	84.778	DF= 15	PROB=0.0001
GAMMA	-0.570	ASE1= 0.049	
KENDALL'S TAU-B	-0.430		
STUART'S TAU-C	-0.422	ASE1= 0.040	
SOMER'S D C|R	-0.413	ASE1= 0.038	
SOMER'S D R|C	-0.448	ASE1= 0.042	
PRODUCT MOMENT CORRELATION	-0.463		
SPEARMAN CORRELATION	-0.512		
LAMBDA ASYMMETRIC C|R	0.166		
LAMBDA ASYMMETRIC R|C	0.087		
LAMBDA SYMMETRIC	0.126		
UNCERTAINTY COEFFICIENT C|R	0.133		
UNCERTAINTY COEFFICIENT R|C	0.112		
UNCERTAINTY COEFFICIENT SYM	0.122		

ASE1 IS THE ASYMPTOTIC STANDARD ERROR.
R|C MEANS ROW VAR DEPENDENT ON COLUMN VAR.

NOTE: CHI-SQUARE TEST AND OTHER STATISTICS ARE CALCULATED FOR THE DATA FOR FOUR ACCREDITED SCHOOLS. THE DATA FOR TUSKEGEE INSTITUTE'S DEPARTMENT OF BUSINESS WERE NOT INCLUDED IN THE CALCULATIONS OF THESE STATISTICS AS THIS DEPARTMENT IS NOT ACCREDITED.

TABLE 15

AVAILABILITY OF COMPUTER FACILITIES FOR USE BY STUDENTS AND FACULTY IN THE BUSINESS UNIT

SCHOOLS / COMPUTER FACILITY	LONG ACR WHITE	SHORT AC WHITE	LONG ACR BLACK	SHORT AC BLACK	TUSKEGEE INSTITUTE	TOTAL (YES)
BATCH	YES	YES	YES	NO	NO	3
REMOTE BATCH	YES	YES	YES	YES	YES	5
INTERACTIVE	YES	YES	YES	NO	NO	3

TABLE 16

USES OF THE COMPUTER BY STUDENTS AND THE AVAILABILITY OF THE SOFTWARE

SCHOOLS / USES	LONG ACR WHITE	SHORT AC WHITE	LONG ACR BLACK	SHORT AC BLACK	TUSKEGEE INSTITUTE	TOTAL (YES)
AUDIT SOFTWARE	YES	YES	YES	NO	NO	3
PROGRAMMING	YES	YES	YES	YES	YES	5
SIMULATION/ MODELING	YES	YES	NO	NO	NO	2

TABLE 17

TOTAL NUMBER OF BOUND VOLUMES CONTAINED
IN LIBRARY'S BUSINESS COLLECTION

SCHOOLS / RANGE	LONG ACR WHITE	SHORT AC WHITE	LONG ACR BLACK	SHORT AC BLACK	TUSKEGEE INSTITUTE	TOTAL
LESS THAN 1,000						0
1,000 - 1,999					✓	1
2,000 - 3,499						0
3,500 OR MORE	✓	✓	✓	✓		4

TABLE 18

SUMMARY STATISTICS

VARIABLE	SCHOOLS						
	TUSKEGEE INSTITUTE	SHORT AC BLACK	LONG ACR BLACK	SHORT AC WHITE	LONG ACR WHITE	AVERAGE OF THE ACCREDITED SCHOOLS	OVERALL AVERAGE
1. Number of years of accreditation	0	1	13	4	51	17.3	23.8
2. Total number of students in school	3,435	5,515	8,836	15,885	16,809	11,368	9,781
3. Total number of students in business unit	463	1,181	1,002	2,103	2,105	1.597.7	1,370
4. Percentage of total number of students in the business unit to the total number of students in the school	13.5	21	11	13	12	11	14
5. Total number of faculty members in the school	319	454	587	1,470	1,076	899.3	783.2
6. Total number of faculty members in the business unit	11	45	37	105	119	76.5	63.4
7. Percentage of faculty members in the business unit to the total number of faculty in the school	3.4	9.7	6.3	7.1	11.1	8.5	8.1

TABLE 18 (Continued)

SUMMARY STATISTICS

VARIABLE	SCHOOLS						
	TUSKEGEE INSTITUTE	SHORT AC BLACK	LONG ACR BLACK	SHORT AC WHITE	LONG ACR WHITE	AVERAGE OF THE ACCREDITED SCHOOLS	OVERALL AVERAGE
8. Number of faculty members in the business unit with terminal degrees	2	34	18	78	75	51.3	41.4
9. Percentage of faculty members in the business unit with terminal degrees	18.2	75.6	48.6	74.3	6.3	67.1	65.3
10. Number of faculty members in the business unit with CPA	1	6	7	4	12	7.3	6.0
11. Percentage of faculty members in the business unit with the CPA	9	13.3	18.9	3.8	10.1	9.5	9.5
12. Number of faculty members in business unit with relevant business experience	4	28	24	66	Not Reported	39.3	30.5
13. Percentage of faculty members in business unit with relevant business experience	36.4	62.2	64.9	62.9	Not Reported	63.1	61.2

TABLE 18 (Continued)

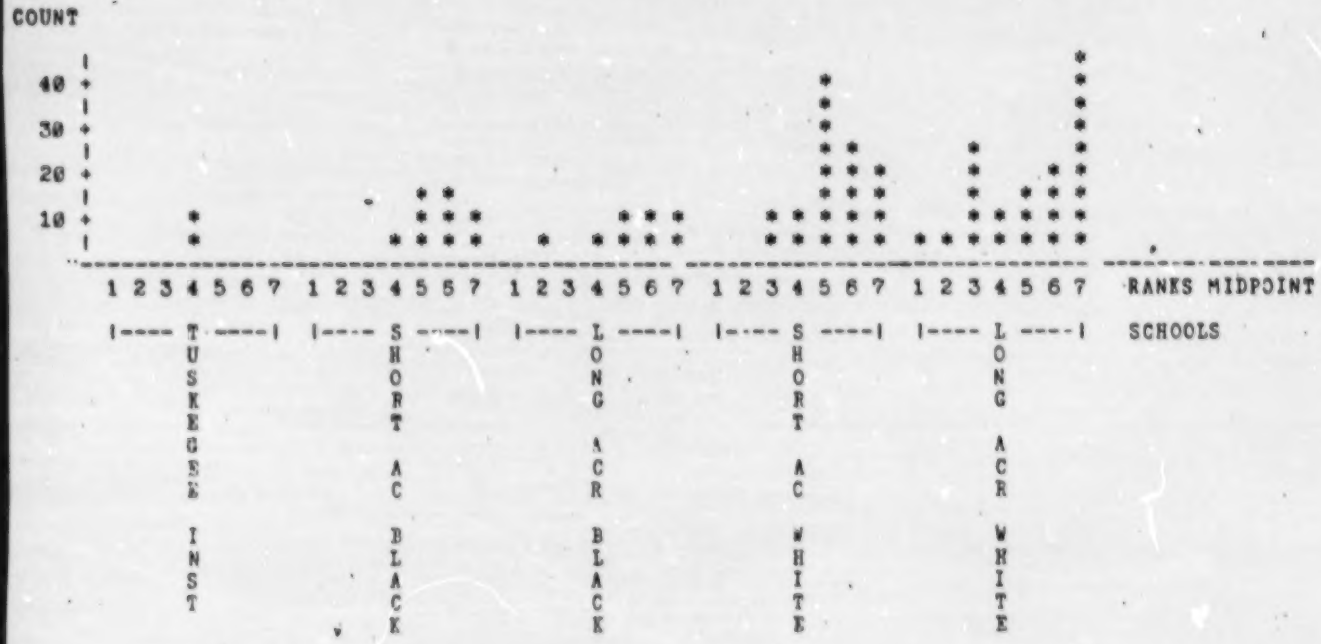
SUMMARY STATISTICS

VARIABLE	TUSKEGEE INSTITUTE	SHORT AC BLACK	LONG ACR BLACK	SHORT AC WHITE	LONG ACR WHITE	AVERAGE OF THE ACCREDITED SCHOOLS	OVERALL AVERAGE
14. Number of students per faculty member in the business unit	42	26	27	10	18	20.3	34.6
15. Average salary of faculty member in the business unit	$17,200	$22,400	$21,400	$24,500	$28,000	$24,000	$22,700
16. Different disciplines offered in the business unit	3	3	3	5	6	4.3	4
17. Average number of class room teaching hours per faculty member in the business unit per week	10.5	8.5	9.5	9.1	Not Reported	9.0	9.4

GRAPH 1
SIZE AND RANKS OF FACULTY
FULL TIME TEACHING EQUIVALENTS
(FULL TIME/PART TIME COMBINED)

```
**********************************************************
* KEY 1=OTHER  2=VISITING FACULTY 3=TEACHING ASSISTANTS *
*     4=INSTRUCTORS 5=ASSISTANT PROFESSORS              *
*     6=ASSOCIATE PROFESSORS 7=PROFESSORS               *
**********************************************************
```

BAR CHART OF COUNT



96

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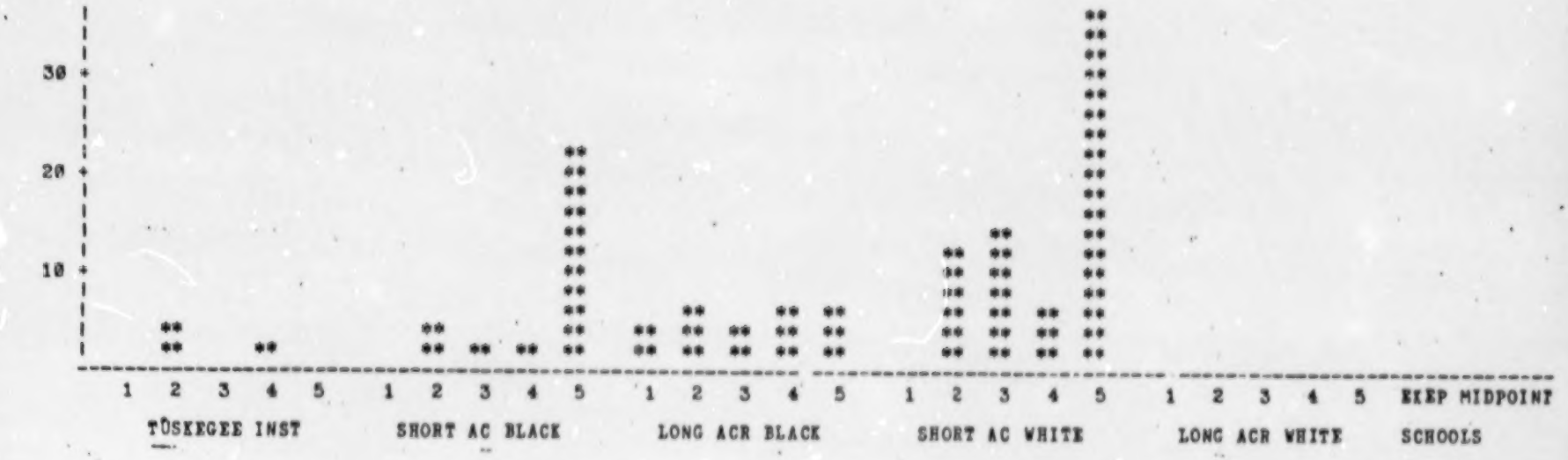
GRAPH 2
RELEVANT BUSINESS EXPERIENCE OF SIX MONTHS OR MORE OF FULL TIME FACULTY DURING THE LAST FIVE YEARS
('S AN EMOLOYEE AND CONSULTANT COMBINED)

```
**************************************************************
* KEY 1=OTHER  2=PRIVATE BUSINESS  3=GOVERNMENT              *
*     4=PUBLIC ACCOUNTING  5=INDUSTRY  EXEP=EXEPERIENCE      *
**************************************************************
```

BAR CHART OF COUNT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20
10
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TUSKEGEE INST
SHORT AC BLACK
LONG ACR BLACK
SHORT AC WHITE
LONG ACR WHITE
SCHOOLS

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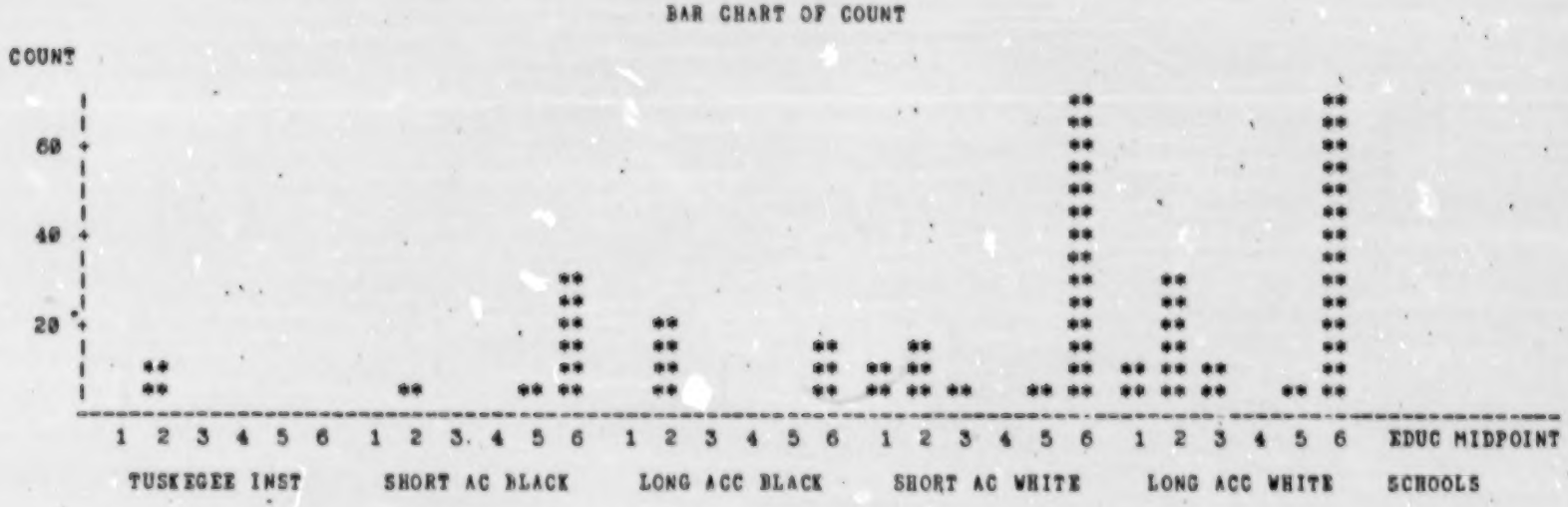
GRAPH 3

EDUCATIONAL LEVEL OF THE FACULTY MEMBERS
FULL TIME TEACHING EQUIVALENTS
(FULL TIME AND PART TIME COMBINED)

```
**********************************************************
* KEY 1 = BACHELORS  2=MASTERS  3=J.D.  4=ED.D.     *
*      5 = D.B.A.    6=PH.D.     EDUC=EDUCATION     *
**********************************************************
```


BAR CHART OF COUNT
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40
20
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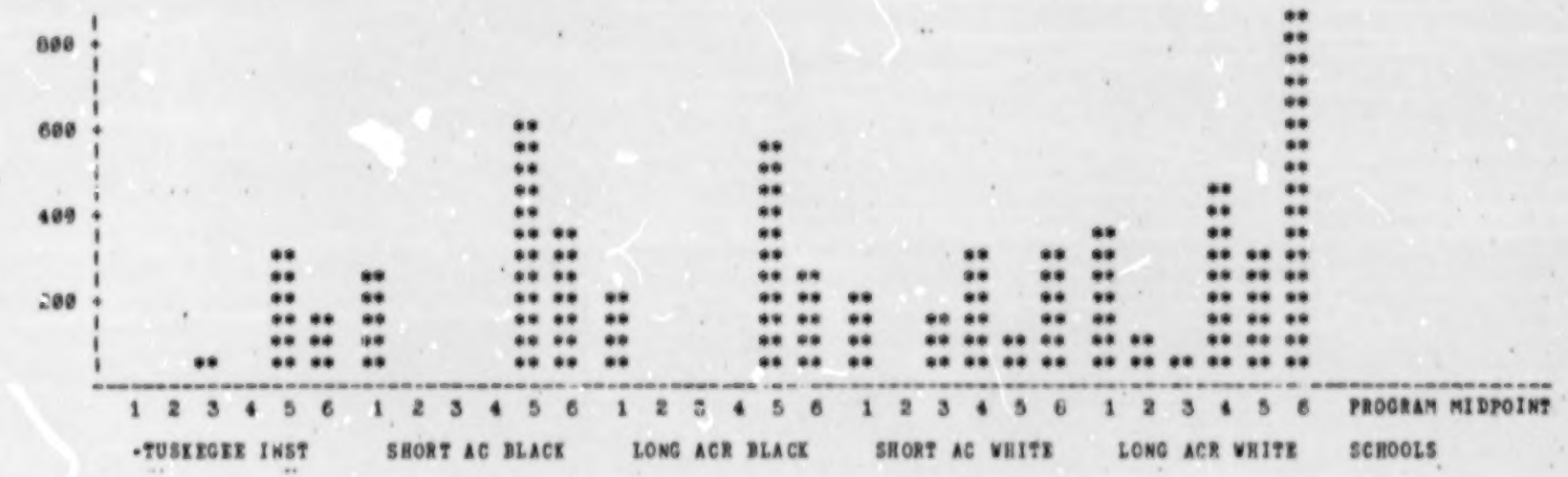
EDUC MIDPOINT
TUSKEGEE INST
SHORT AC BLACK
LONG ACC BLACK
SHORT AC WHITE
LONG ACC WHITE
SCHOOLS

GRAPH 4
NUMBER OF STUDENTS ENROLLED IN THE GRADUATE BUSINESS PROGRAM
AT THE BEGINNING OF THE 1979-80 ACADEMIC YEAR
(FULL TIME/PART STUDENTS COMBINED)

KEY 1=OTHER(BANKING FINANCE ECONOMICS REAL ESTATE ETC)
2=ORGANIZATIONAL BEHAVIOR 3=MANAGEMENT SCIENCE
4=MARKETING 5=GENERAL BUSINESS 6=ACCOUNTING

BAR CHART OF COUNT


COUNT
800
600
400
200
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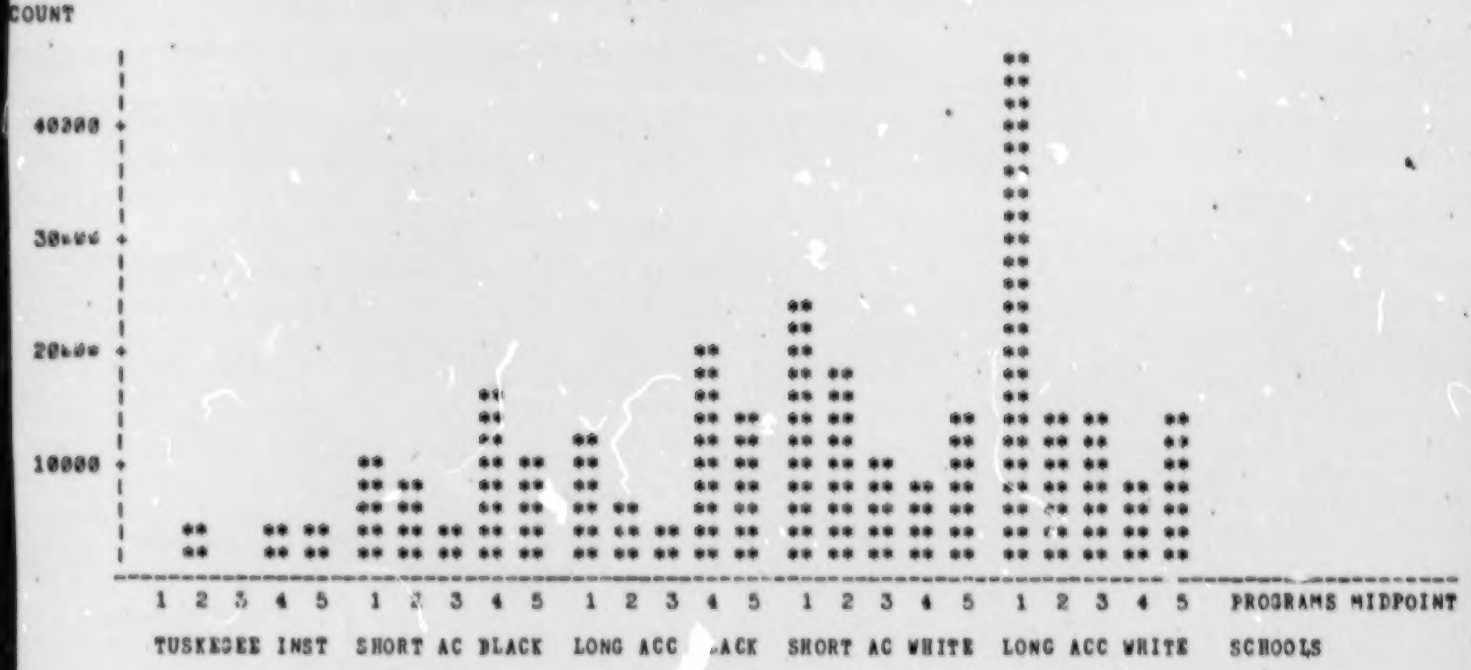
*TUSKEGEE INST
SHORT AC BLACK
LONG ACR BLACK
SHORT AC WHITE
LONG ACR WHITE
SCHOOLS

GRAPH 5

NUMBER OF CREDIT HOURS TAUGHT IN THE DIFFERENT DISCIPLINES
OF THE BUSINESS UNDERGRADUATE PROGRAMS DURING 1979-80
ACADEMIC YEAR(SEMESTER HOURS INCLUDING SUMMER SCHOOLS)

****
* KEY 1=OTHER BANKING FINANCE INSURANCE LEGAL STUDIES ETC *
* 2=MANAGEMENT 3=MARKETING 4=GENERAL BUSINESS 5=ACCOUNTING*
****

BAR CHART OF COUNT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30000
20000
10000
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TUSKEGEE INST SHORT AC BLACK LONG ACC BLACK SHORT AC WHITE LONG ACC WHITE
PROGRAMS MIDPOINT SCHOOLS

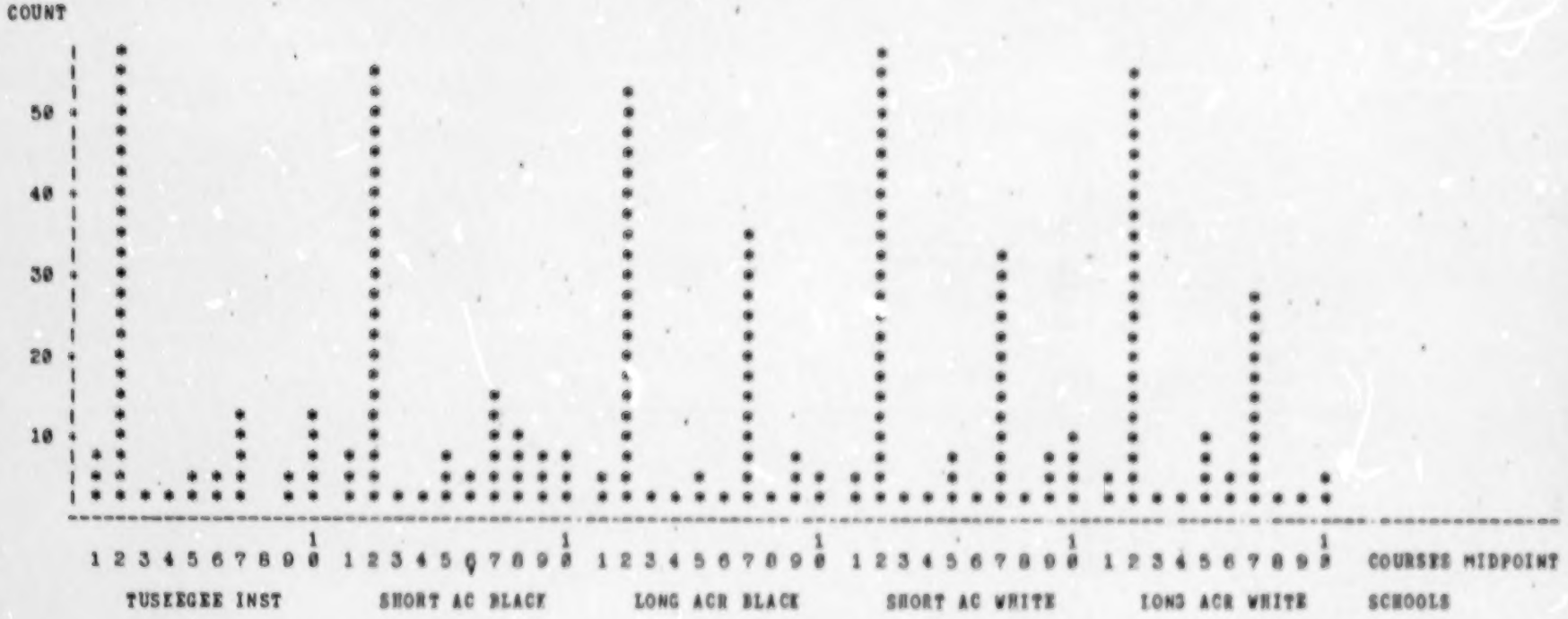
100

GRAPH 6

NUMBER OF HOURS REQUIRED FOR UNDERGRADUATE BUSINESS STUDENTS FOR GRADUATION

```
**********************************************************************
* KEY 1=INTR ACC 2=OTHER BUS COURSES 3=DATA PROC 4= BUS LAW          *
*     5=ECONOMICS 6=STATISTICS 7=NONBUSINESS/NONECONOMICS            *
*                                                                    *
*     8=BEHAVIONAL SCIENCES 9=HUMANITIES 10=MATHEMATICS              *
**********************************************************************
```

BAR CHART OF COUNT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30
20
10
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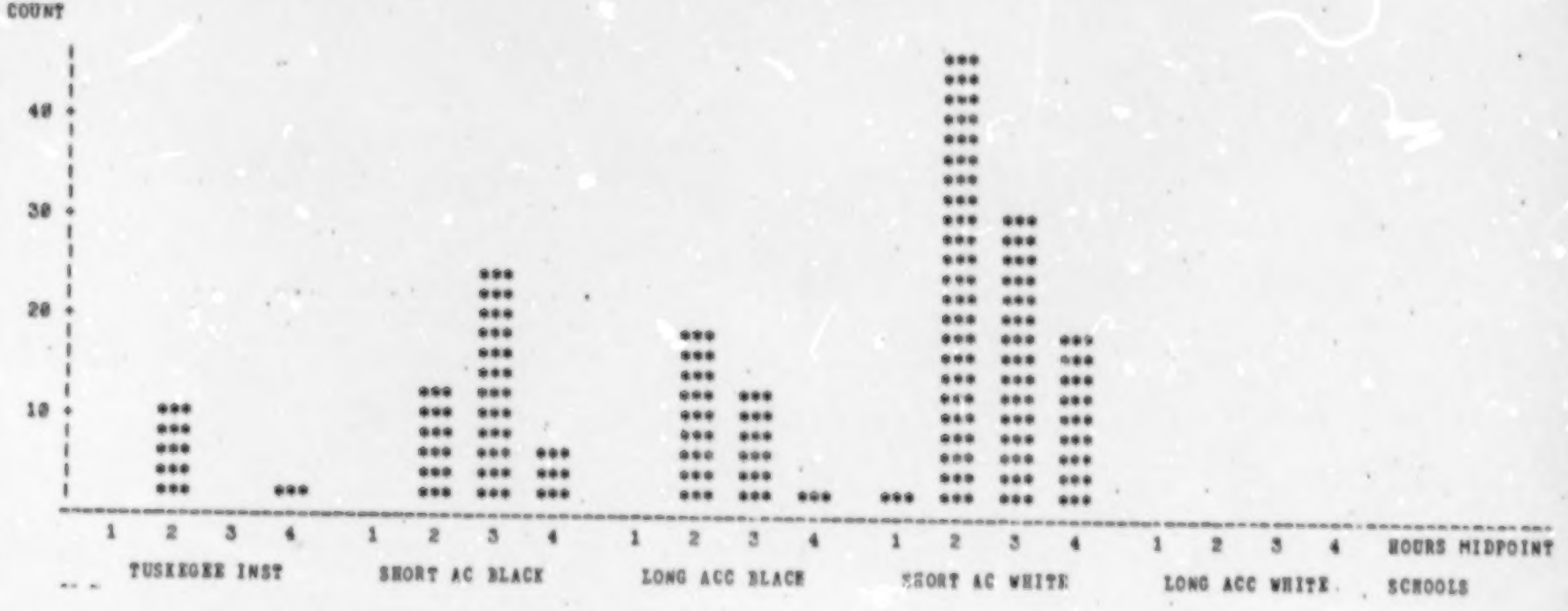
COURSES MIDPOINT
TUSKEGEE INST
SHORT AC BLACK
LONG ACR BLACK
SHORT AC WHITE
LONG ACR WHITE
SCHOOLS

GRAPH 7
NUMBER OF FACULTY MEMBERS PER CATEGORY OF CLASS ROOM TEACHING HOURS PER WEEK

KEY 1=13 OR MORE HOURS 2=10 TO 12 HOURS
3=7 TO 9 HOURS 4=6 HOURS OR LESS

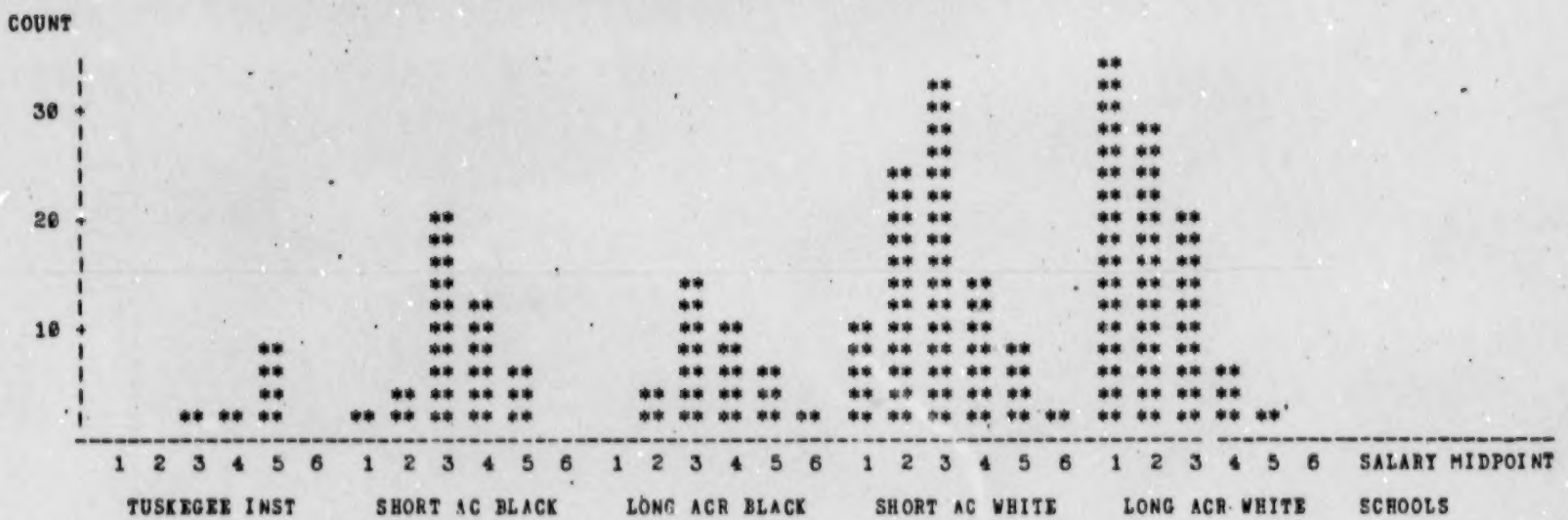
BAR CHART OF COUNT



GRAPH 8
ACADEMIC YEAR SALARY (9-10 MONTHS) CONTRACT SALARY OF THE
FULL TIME BUSINESS FACULTY

```
**************************************************************
* KEY 1=$30000 OR MORE 2=$26000 TO $29999 3=$22000 TO $25999 *
*     4=$18000 TO $21999 5=$14000 TO $17999 6=LESS THAN$14000*
**************************************************************
```

BAR CHART OF COUNT


COUNT
30
20
10
1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6
SALARY MIDPOINT
TUSKEGEE INST
SHORT AC BLACK
LONG ACR BLACK
SHORT AC WHITE
LONG ACR WHITE
SCHOOLS

AUTOBIOGRAPHY

Jimmie King, Jr., was born in Dallas, Texas. He attended Dallas County Public Schools and was graduated from Booker T. Washington High School, Dallas, Texas. He received the Bachelor of Science degree with a major in Business Administration in May, 1948, from Langston University, Langston, Oklahoma. In 1950 he received the Master of Science degree with a major in Organizational Behavior from the University of Nebraska, Lincoln, Nebraska.

Prior to his enrollment at Nova University, he had done additional study at Indiana University, Bloomington, Indiana; Southern Methodist University, Dallas, Texas; and the University of Texas, Austin, Texas. In 1962, he joined the faculty of the Department of Business, Tuskegee Institute, where he now serves as head of the Department of Business.